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Anglais

— READING SKILLS
— LISTENING SKILLS
— DICTIONARY SKILLS
INTERMEDIATE DIVISION 2

Ontario
Ministère de l'Éducation
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NOTE

Although Listening Skills and Dictionary Skills are mentioned on the cover of this package, the material which relates to these two areas will be forwarded later to School Boards, and to those persons who have sent in the form presented on page iii. Since it will occupy a small number of pages, it will be possible to add it to the present content of this envelope.

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ANGLAIS -- INTERMEDIATE DIVISION / II

LA BANQUE D'INSTRUMENTS DE MESURE DE L'ONTARIO

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Toronto (Ontario)

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Ottawa (Ontario)
K1N 6N5
(Cheques should be made payable to The University of Ottawa Press.)

N.B. The Anglais -- Intermediate Division / I kit, published in 1982, contains instruments in the Writing and Speaking areas.

ACKNOWLEDGEMENTS

The Ministry of Education would like to thank all those who participated in the writing and testing of the instruments included in the various Anglais packages which have already been published or are in preparation, both for the Junior and the Intermediate Division.

Although those who participated have not necessarily contributed to every part of the undertaking, no attempt has been made to indicate precisely at what levels and in what areas each one was particularly active; in many cases, it would have been impossible or unfair to do so.

As a matter of record, however, the duration of the participation of members of the Central Team and of the Advisory Committee has been shown below.

I. The Central Team

Major Responsibilities:

Over-all design, management and execution of the project; theory and techniques of educational measurement; preparation and follow-up of meetings of the Advisory Committee; writing of introductory materials; etc.

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Co-directors:	Mrs. Ghyslaine Reid	3/79	3/81
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II. The Advisory Committee

Major responsibilities:

Formulation of educational objectives; selection of measurement strategies; approval of content of instruments: language skills tested, choice of composition topics, etc.; marking of writing and speaking samples; etc.

Composition:

(meaning of abbreviations: P: Public School Board
S: Separate School Board
O.I.S.E.: Ontario Institute for Studies in Education
F.E., U.O.: Faculty of Education, University of Ottawa
M.E.O.: Ministry of Education of Ontario)

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	G. St-Pierre	F.E., U.O.	3/79	6/80

III. Item Writers and Editors

Note: The members of these two categories are too numerous to be mentioned by name; they will be identified only by reference to their employers. To the latter, as well as to the writers and editors themselves, the Ministry expresses its gratitude.

School Boards: Nipissing (S), Ottawa (S), Prescott-Russell, Stormont, Dundas and Glengarry (S), Sudbury (S), Welland County (P).

Other Agencies:
- Government of Canada: Linguistics Services Directorate, Official Languages Directorate;
- Ministry of Education: Regional Office for Eastern Ontario;
- University of Ottawa: Centre for Second Language Learning; Departments of Linguistics and of Philosophy; Faculty of Education.

IV. Participants in the Experimental Administration

In May 1981, a small-scale experimental administration of the cloze tests contained in this package was conducted in a number of schools of the Carleton Separate School Board. Screening trials of the other instruments were conducted on a much larger scale in January 1983: thirty-odd Boards, from all regions in the Province, took part.

The Ministry wishes to express anew its gratitude to all those who made these trials possible, from the Directors of Education and other officials who gave the required support, to the teachers who administered the experimental instruments in their classes.

V. Authors, Editors, etc.

The Ministry thanks the persons and firms who have authorized the use of the literary selections reproduced in this package; they are identified below the selections.

These materials should be used for measurement purposes only; other uses might constitute violations of the agreements concluded by the Ministry with these parties.

The Ministry has taken all reasonable steps to identify and locate copyright owners, and to obtain their permission to reproduce the texts used here. In a very few cases, its efforts were of no avail; the Ministry would welcome assistance in reaching these owners.

VI. Special Acknowledgement

All cloze tests presented in this package were prepared by Dr. John McLeod, of the University of Saskatchewan, who graciously authorized their use.

INVITATION

This collection constitutes a beginning, not an end result. Some of the instruments presented could undoubtedly be improved; the collection should be enlarged substantially. The Ministry invites all users of this material to contribute to its improvement by suggesting:

- improvements and corrections to the existing instruments;
- new instruments; in particular, additional passages suitable, by their nature and difficulty level, for the assessment of oral reading skills at various levels;
- ways of completing the Pool by the addition of new types of instruments and, in particular, of instruments for the measurement of critical reading.

Moreover, statistics resulting from the administration of cloze tests and of oral reading passages, as well as suggested improvements and reports of pupils' reactions to these instruments, will be gratefully received.

Suggestions which entail the use of a copyrighted text must be accompanied by (a) a photocopy of the text in its original form, showing suggested modifications if any; (b) complete information on its origin: author, title, publisher and copyright date of the publication from which it is excerpted. (It is suggested that photocopies of the publication's front pages, on which this information is found, accompany the material.)

Please address all correspondence on these matters to:

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INTRODUCTION

Locating the Instruments

This section of the Pool contains instruments for the measurement of students' reading abilities. It features many varieties of instruments, reflecting the large number and varied nature of the educational objectives related to reading. Three ways of locating the required instruments are provided: the Table of Contents, the Decision Table, and the BIMO Classification of Objectives.

1. The Table of Contents provides, stated in very general terms, an overview of the types of instruments presented. Though lacking in precision because of space restrictions, it does guide teachers to the various classes of instruments available.

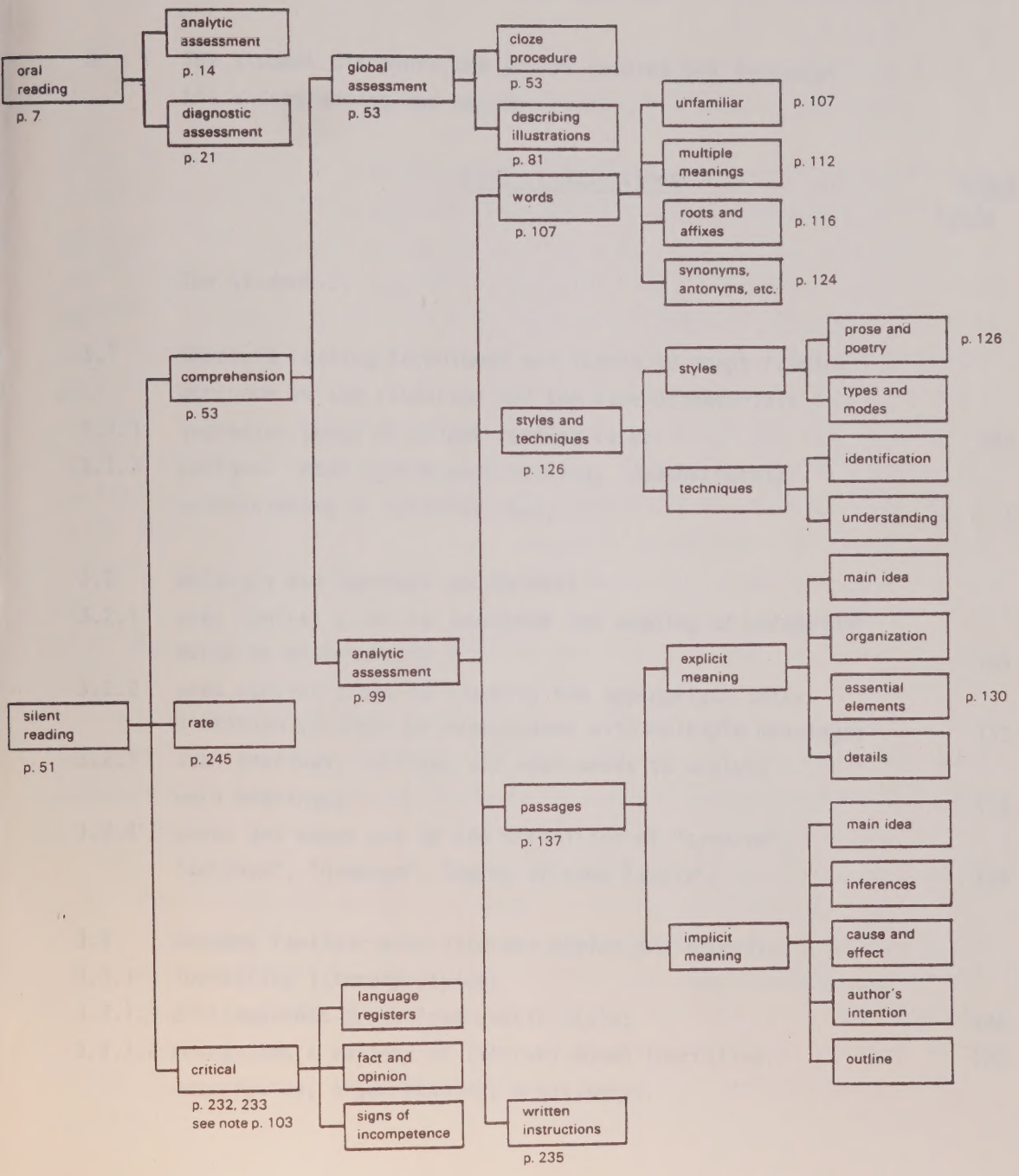
2. The same classification of instruments is presented, in much greater detail, in the form of a "Decision Table" which will be found on page REA 3. This table constantly raises the question "What are you looking for?" and shows graphically the path to be followed, after each question, depending on the answer given. Moreover, page numbers facilitate the retrieval of the various types of instruments.

3. At the time of this writing, there exists no official Ministry of Education document listing the objectives to be achieved in the teaching of Anglais. Yet, for the purposes of planning and writing the instruments to be made available through this Pool, such a list constitutes a sine qua non. One was developed as part of the BIMO Project; it is designated here "the BIMO Classification of Objectives". It will be found on pages REA 5 and REA 6 and will

assist users who wish to locate a group of instruments on the basis of the educational objectives they have been pursuing with their pupils, since page numbers, showing where the corresponding instruments can be found, are listed. (It will be noted that page 137, where reading comprehension passages start, is frequently mentionned in this document; the explanation is that these passages serve to measure the various skills subsumed under the expression "reading comprehension".) If no page number is shown for a particular objective, no instrument has been prepared.

In summary, teachers wanting to be informed about the main classes of instruments made available in this Pool will use the Table of Contents, while those who think in terms of objectives will use the BIMO Classification of Objectives; the Decision Table, finally, will be preferred by teachers looking for a precise breakdown into types of instruments.

1. Decision Table



2. BIMO Classification of Objectives

3 The student discovers the joy of reading and increases his understanding and appreciation.

	List of Objectives	Pages (REA)
	The student...	
3.1	improves reading techniques and learns to adapt reading approach to the situation and the type of material:	
3.1.1	increases speed of silent reading rate;	245
3.1.2	performs intelligible oral reading, demonstrating understanding of material read.	7
3.2	enlarges and improves vocabulary:	
3.2.1	uses context clues to interpret the meaning of unfamiliar words or expressions;	107
3.2.2	uses context clues to identify the appropriate interpretation of words or expressions with multiple meanings;	112
3.2.3	uses prefixes, suffixes and root-words to analyse word meanings;	116
3.2.4	knows and makes use of the definition of "synonym", "antonym", "homonym", "words of same family".	124
3.3	becomes familiar with literary styles and methods.	
3.3.1	identifies literary styles:	
3.3.1.1	distinguishes prose from poetic style;	126
3.3.1.2	recognizes a variety of literary modes (narrative, descriptive, argumentative, expository).	137

3.3.2	identifies literary techniques:	137
3.3.2.1	identifies similes, metaphors, alliteration, onomatopoeia, repetition, etc.;	
3.3.2.2	manifests understanding of the meanings and feelings conveyed by these techniques.	
3.4	develops comprehension of written communication.	
3.4.1	increases understanding of the explicit content:	
3.4.1.1	singles out the main idea in texts of varied lengths;	137
3.4.1.2	perceives the logical, chronological or spatial organization;	"
3.4.1.3	distinguishes between essential and non-essential elements;	130
3.4.1.4	notes details relative to the content and wording of the text;	137
3.4.1.5	follows written instructions.	235
3.4.2	extracts the implicit content of a written communication:	
3.4.2.1	infers the main idea of written messages of varied lengths;	137
3.4.2.2	makes deductions and draws conclusions;	"
3.4.2.3	perceives cause-effect relationships;	"
3.4.2.4	perceives the writer's intention: to inform, incite, amuse, express feelings;	"
3.4.2.5	recognizes the outline of the passage.	"
3.5	develops a critical attitude regarding content and form of written materials:	232-233
3.5.1	recognizes appropriateness of language registers used;	(See note p. REA 103)
3.5.2	distinguishes between fact and opinion, between fact and fancy;	
3.5.3	detects signs of incompetence in informative and argumentative materials.	

Section One

THE ASSESSMENT OF ORAL READING

It is impossible to present the oral reading tests described further on in this text without examining in some detail their underlying principles.

What follows is a description of two very different uses of oral reading tests and an examination of the goals which underlie each one. To avoid needless repetition, the elements common to these two uses are then presented, followed by a detailed description of each in terms of target group and of procedures for examining and scoring. Finally, the instruments themselves are presented: the reading selections, the scoring keys, the scoring forms, and marked specimens of these two types of records.

I. Two Uses of Oral Reading Tests

Depending upon one's perception of oral reading and the objectives being pursued, two very different uses of the selections presented in this section will arise.

A. Oral Reading as an End in Itself

Many teachers feel that oral reading is a useful skill, which all students should acquire just as they are expected to acquire writing, speaking and listening skills. In essence, they want students to be able to deliver an efficient and effective oral rendition of a text.

In this view, oral reading takes on some of the characteristics of public speaking and of drama, and several of the same criteria apply to all three types of performance: faithfulness to the text; ease and naturalness; adaptation of pitch, volume and rate to the meaning of the text; enunciation; etc. This concept of oral reading underlies the first scoring form proposed further on.

It goes without saying that the teacher who adopts this position must provide time for the student to prepare his performance by decoding difficult words, deciding on appropriate pauses and intonation, etc., in much the same way as an actor rehearses a role or a speaker prepares to deliver a speech.

Henceforth, this type of test will be referred to as "analytic", inasmuch as it provides the opportunity to observe the various facets of efficient and effective oral reading.

It should be noted, however, that this concept of oral reading as a skill worthy of being developed as an end in itself is not universally accepted. Many teachers see little use for it in life, or even at school. In everyday life, very few people — the public speaker, the actor, the radio and television journalist, the teacher — are the exceptions to the rule. Since these professions constitute a tiny proportion of the population, it would seem unnecessary for everyone to acquire this skill.

Nor do these teachers attach much importance to oral reading done in class; they consider it an exercise of mediocre usefulness and rarely if ever make use of it (a position which is, of course, vigorously opposed by others).

These teachers may, however, be very greatly interested in using oral reading examinations for a quite different purpose.

B. The Oral Reading Test as a Diagnostic Technique

Oral reading can be seen as a very useful tool to detect the skill that a student has failed to master. The oral reading test is perceived as an indicator of how well the student does in silent reading, considered to be the only important form of reading activity for the vast majority. The objective of this type of test is to observe the subject's ability to decode words, to group words according to meaning, to respect punctuation, to comprehend, etc., when reading at first sight. The basic postulates here are that oral reading faithfully reflects the difficulties encountered in silent reading, and that there is no other way to observe these difficulties.

The teacher who sees the oral reading test in this way will require the pupil to read the passage "cold", that is, without any opportunity to examine the material beforehand. The evaluation will focus on the efficiency of the reading process and disregard the "public speaking" and "drama" aspects. This concept of oral reading underlies the second scoring form proposed further on. This use of oral reading will be referred to here as "diagnostic", since its objective is to detect the causes of reading problems discovered by other observations.

In summary, there are at least two possible uses of oral reading tests. The first verifies the student's ability to read to an audience in an efficient and effective manner; it implies prior preparation and an evaluation of the many facets of the performance. The second verifies the student's ability to read for his own personal purposes; it implies no preparation and evaluates fewer facets of the reading act.

II. Common Elements

A. Basic Concepts

1. Whether oral or silent, all reading must aim at comprehension, first on the part of the reader, then on the part of the audience if there is one. An oral reading test which ignores this essential element of comprehension by the reader is incomplete and reflects an inadequate understanding of the reading act. The comprehension questions which follow each passage presented further on thus constitute an integral part of the oral reading tests described here.

2. In order for an oral reading test to be useful, it must be preceded by the precise identification of the aspects of reading which are to be observed; otherwise, the evaluation will be too broad to be of any use as a guide to the teacher seeking solutions to student reading problems.

3. In an oral reading test, the subject is expected to adopt a standard delivery, that is, the speech register used by the educated individual in his social and professional life. Neither the rounded tones of the Shakespearean actor nor the careless enunciation of the underprivileged urchin would be appropriate in this context.

4. Regional variations in pronunciation are not to be accepted just because they are regional. Wherever one lives, a boy is not a "by", a good day is not a "gidday", and Toronto is not "Tranna".

B. Evaluation Criteria

The two scoring forms propose a total of eleven criteria of which four are found in both. They will now be defined, and indications of their use will be provided: an A means that the criterion is used in the Analytic test, a D, that it is used in the Diagnostic test, while "A and D" means that it is used in both.

Comprehension (A and D) - the understanding of the meaning of the passage. Comprehension is verified here by one question dealing with the theme or central idea of the passage and two questions on important details, a deliberately simple approach.

Decoding (A and D) - translation of visual symbols into sounds. Decoding errors take four forms: omissions, substitutions (i.e. incorrect decodings), additions, and blockage (defined as a 5-second hesitation).

Pronunciation (A) - production of phonemes which conform to standard usage, whatever local norms or practices may be.

Stress Accent (A) - correct placement of stress accent(s).

Grouping (A and D) - respecting word groupings as required by meaning and punctuation. Inappropriate pauses and failure to pause where necessary constitute grouping errors.

Enunciation (A) - production of distinct, clear sounds. Good enunciation is situated between the two extremes of slurring or mumbling (deficiency) and hammering of each syllable (exaggeration).

Intonation (A and D) - the pitch variations of sounds, which should rise and fall according to the meaning, the emotions expressed, and the punctuation found in the text.

Rate (A) - the pace or speed of the reading. It should be neither too fast (a condition which is sometimes associated with the omission of required pauses or poor enunciation) nor too slow (oftentimes associated with inappropriate pauses and blocking). It must also respond to the demands of the reading selection, either speeding up or slowing down according to meaning.

Volume (A) - the strength of the sounds produced. It must be neither insufficient nor excessive, and should adapt to the demands of the situation (size of room and of audience); moreover, it should vary according to the meaning of the parts of the passage.

Emotional Reaction (D) - the student's affective reaction to the task of reading. It may range from calmness and confidence, through slight tension, to extreme nervousness or complete apathy.

Time Required (D) - the time spent reading the text; it will lead to judgements of "rushed" or "too slow".

The first of the two scoring forms to be presented later makes use of the first nine criteria defined above; it will be used if oral reading is perceived as a skill useful in itself which is to be measured analytically in all its facets. If desired, this use will lead to a mark out of 100.

Teachers are not required, however, to make use of all nine criteria each and every time their their students' oral reading is evaluated. They may, for example, choose the one or two criteria which have formed the basis for recent lessons intended to correct weaknesses generally observed in the students' reading abilities (careless enunciation and incorrect pronunciation, for instance) and adjust the resulting marks if marks are required.

The teacher using the oral reading test as a diagnostic tool will make use of the second scoring form; it incorporates the following criteria only: comprehension, decoding, intonation, word grouping, emotional reaction, time required.

C. Test Site and Conditions

The analytic and diagnostic tests are both administered privately because there is no alternative in the first case and no advantage to proceeding otherwise in the second. When considered as a facet of drama or of public speaking, oral reading obviously presupposes an audience; however, the repetition of the one passage available in the Pool in front of the same audience twenty or thirty times strongly militates against making the examination public. (The availability of suitable texts in suitable numbers would correct this situation.) This being the case, the question immediately arises, "If the teacher is to administer individual tests privately, what do the other students in the class do in the meantime?" The best answer to this question will be found locally; the following are, however, offered as suggestions:

i) if the teacher can be replaced (for example, by the principal, or by a colleague with spare periods to exchange), he will administer the test in a setting where he can work privately with a pupil, free from such sources of distraction as telephones, rotation of students, etc.;

ii) the test may be administered in class provided certain conditions can be met: the students should be used to working alone while the teacher works one-on-one with a classmate, and must have sufficient seat work to keep them occupied while their classmates are undergoing the individual test at the teacher's desk; the teacher should have explained to the class in advance the purpose of the test and the importance of not disturbing a

classmate who is taking it; lastly, the reading of the test passage by the subject should not be heard by the other students. If these conditions can be met, the test can be administered in the classroom with the teacher at his desk facing the room or, better yet, in the individual work area in a classroom organized for group work;

iii) the classroom could also be used at those times when most or all students, other than the subject(s) to be examined, are elsewhere: just before class starts or just after it ends, during a recess period, during a library period which does not require the teacher's presence, during a physical education class from which the subject to be examined has been excused for a valid reason, etc.;

iv) finally, the test may be administered by someone other than the regular classroom teacher, e.g. the remedial teacher, a teacher's aide, the principal of an elementary school. The site selected will then depend on local circumstances; for instance, a principal would use his office only if visitors and phone calls could be intercepted.

III. Analytic Assessment

A. How to Select the Examinees

If oral reading is viewed as a skill useful in itself and to be developed by everyone, it follows that all students should be examined, and that no selection process is required.

B. How to Examine the Subjects

1. Equipment and Material Required

a) a tape recorder in good working order;

b) one or more blank cassettes (recording one student will rarely require more than five minutes);

c) the TEST copy of the reading selection (this package presents one selection for Grades 7 and 8, and one for Grades 9 and 10 — see pp. REA 31 - 32 and REA 37 - 38); this copy bears, on the reverse side, the three comprehension questions and is to be handed to the subject when he is about to start recording;

d) the PREPARATION copy (see pp. REA 29 and REA 35) on which the comprehension questions are not printed since it is intended to be used by the subject when rehearsing his performance;

e) the SCORING KEY for the selection (see pp. REA 33 and REA 39); these scoring keys are copies of the reading selection to which markings showing appropriate intonation, accentuation and word grouping have been added.

2. Administering the Test

a) inform the pupils, several days in advance, of the nature and procedures of the oral reading test;

b) approximately five minutes before the examination is to begin, hand to the first subject the PREPARATION copy of the passage to be read; after five minutes, ask him to give this text to the second subject, so that he, in turn, may prepare. Proceed in this fashion for all subjects;

c) for each individual test:

- perform a short recording to test volume and to allay the student's anxiety at being tested and recorded;

- identify the student being tested (name and grade level), or ask the subject to do so himself, or note, beside the subject's name on a list of subjects, the number shown by the recorder's counter;

- give the EXAMINATION copy to the student and give the start signal;

- if the subject fails to decode a word in five seconds ("blockage"), pronounce the word and invite him to continue;

- when the subject reaches the end of the passage, suggest that he read silently, from the back of the text, the comprehension questions which the examiner will read aloud from the back of the scoring key, and respond to them;

- stop the recorder, thank the student and call the next subject.

C. Scoring Procedures

1. Material Required for Each Subject

a) a copy of the appropriate SCORING KEY (the correct answers to the comprehension questions printed on the back are identified by asterisks);

b) a copy of the SCORING FORM for the analytic test (see p. REA 43) which is used for all intermediate grades. Apart from scales corresponding to the nine criteria already mentioned, it has spaces for the student's and the scorer's name and for the date, as well as parentheses for recording which questions were correctly answered.

2. The Procedure Itself

a) until one has acquired substantial experience in administering the test, attempting to score a subject's performance while he is reading is not recommended. Much better results will be obtained by scoring from the recording;

b) to score a subject's performance, the required markings will be recorded in a contrasting colour on his copy of the scoring key. The teacher may wish to use the markings suggested in the "scoring code" which follows; it has been devised with maximum simplicity in mind.

3. Scoring Code for Oral Reading Tests

a) Decoding errors will be symbolized by a horizontal line, as follows:

- omissions: a horizontal line through each omitted word;

- substitutions: a horizontal line through each replaced word; the substituted word recorded above;

- addition: added word(s) recorded above the line, at the point of addition, and underlined;

- blocking: horizontal line through the word; the letter B recorded above.

Counting decoding errors will therefore be quite simple, since it consists in counting horizontal lines. The following rules should be observed, however:

- an error spontaneously corrected by the subject is nevertheless recorded and counted;

- an error repeated on the same word is recorded and counted only once;

- adding or omitting two or more words counts for two or more errors;

- in order to provide information useful for diagnosis and remedial teaching, an analysis of the types of decoding errors committed is recommended: on what kinds of words do blockages occur? what are the most frequent types of substitutions? etc.

b) Pronunciation errors will be indicated by drawing a vertical line through the mispronounced part of a word. The following rules are suggested:

   - two errors in the same word are to be recorded and counted as such;

   - the same error, repeated on a given word or on words of the same family, is counted only once.

   Here also, establishing the frequency of various types of errors will prove to be very useful.

c) Accentuation errors will be indicated by (i) crossing off the signs shown on the scoring key (London, Chicago) for the stress accents which were not produced; (ii) writing in accent signs showing where stresses were incorrectly placed.

d) Grouping errors will be shown by: (i) drawing a vertical line between two words where an incorrect pause was made; (ii) crossing off, on the scoring key, the pause signs (x | x : short pause; x || x : long pause) which were not respected.

For each of these first four criteria, record on the scoring form the number of errors observed by drawing an upward-pointing arrow at the appropriate place under the corresponding scale; the transformation of number of errors into number of marks retained is automatic. Then record this number of marks at the extreme right.

For the remaining four scales, scoring involves passing judgement on certain features of the performance rather than counting errors. The scoring form provides, for each scale, verbal descriptions which are self-explanatory. It should be noted that:

e) Enunciation errors need not be counted: however, they could be circled on the subject's copy of the scoring key. Note that, for this criterion, the high marks are located in the centre of the scale, the extremes representing either a deficiency or an excess.

f) Intonation errors will be recorded by (i) crossing off the upward- or downward-pointing arrows, shown on the scoring keys, to which the performance did not conform; (ii) drawing arrows where inappropriate inflections, upward or downward, occurred. The number of such markings will lead to the "monotonous", "appropriate" or "excessive" judgement required for an intonation mark to be arrived at.

The inflections indicated on the scoring keys constitute a bare minimum; many readers would make use of a much more varied intonation than shown. Moreover, double arrows indicate that, on some words, the voice may rise or fall, at the reader's discretion. Flexibility is therefore required when marking for this trait.

It should be noted that: (i) here also, the high marks are located in the centre of the scale; (ii) what is involved here is the pitch of the sounds, and not their volume, which constitutes another criterion.

g) Rate and h) Volume: the scoring form helps the rater reach the appropriate judgements on these two traits by drawing his attention to two facets of the performance: (i) in general, rate and volume may be more or less appropriate; (ii) specifically, the meaning of the various parts of the text might dictate variations in rate and volume, so as to reflect the actions described, the characters' feelings or intentions, etc.

Adding up the part scores which have been described will produce a total mark out of 100.

The reader who feels that these instructions might be difficult to follow is invited to turn to pp. REA 46 and 47. He will find there (a) a copy of the scoring key for Grades 7 and 8 on which the reading errors made by an actual subject are recorded as suggested here; (b) the subject's marked scoring form for the analytic examination.

Although the selected pupil gave a mediocre performance, it will be noted that marking his copy of the scoring key did not constitute a very complex task. As stated above, however, it is much safer to perform it on the basis of a recording, until one has acquired substantial experience.

IV. Diagnostic Assessment

A. Selection of Examinees

If the oral reading test is to be used as a diagnostic tool to observe in a detailed and systematic manner the difficulties encountered by students, it is not necessary to examine all of them, but only those who seem to be experiencing real problems.

In concrete terms, the teacher might consider using the following sequence:

1. at the beginning of the school year, administration of a cloze test (see p. REA 53), or of some other global measure of reading performance, to the whole class as a means of identifying the weaker readers;

2. administration of the oral reading tests as a means of observation of the difficulties of the weaker readers (i.e. the lower fourth or fifth of the class);

3. appropriate remedial instruction for individuals and/or groups, depending on the nature of the problems identified: comprehension, decoding, etc.

B. How to Examine the Subjects

1. Required Equipment and Materials

a) a cassette recorder in good working order and one or more blank cassettes;

b) the TEST copy of the selection to be read; there is one selection for Grades 7-8 (see pp. REA 31-32) and one for Grades 9-10 (see pp. REA 37-38);

c) the corresponding SCORING KEY (see pp. REA 33 and REA 39);

d) a stopwatch or any other device which records seconds accurately, since it is strongly recommended that the subject be timed.

2. The Examination Procedure

a) a few days ahead of time, privately inform the pupils who will be examined of the general nature of the examination and of the procedure to be followed;

b) with each subject:

- make a short recording to test volume and to allay the student's anxiety at being tested and recorded;

- identify the student being tested (name and grade level), or ask the subject to do so himself, or note, beside the subject's name on a list of students, the number shown by the recorder's counter;

- inform the subject that he is to start reading aloud the text he is about to be given as soon as it is handed to him;

- give the TEST copy to the student, and give the start signal;

- if the subject fails to decode a word in five seconds ("blockage"), pronounce the word and ask him to continue;

- when the subject reaches the end of the passage, ask him to read silently, and respond to, the comprehension questions on the back of the text, as the teacher reads them aloud;

- stop the recorder, thank the student and call the next subject.

3. The Scoring Procedure

The Diagnostic Examination is meant to draw attention to the following features of the reading performance:

a) first of all, the student's answers to the comprehension questions: understanding being the predominant purpose of reading, comprehension must be the first criterion of a reading performance;

b) secondly, the student's ability to decode; the suggestions made above (see p. REA 17) on the recording of decoding errors also apply here;

c) thirdly, the grouping and intonation aspects, since they are indicative of the degree of comprehension attained (see p. REA 19) for suggestions concerning recording procedures);

d) fourthly, the student's emotional reaction to the reading task (at one extreme, he may be calm and confident; or, he may be somewhat tense and nervous, as shown by an excessively rapid rate, repetitions and some stammering; at the other extreme, he may be extremely nervous or apathetic, two manifestations of the same feeling of helplessness before an impossible task);

e) lastly, the time required to read the passage. Though of little consequence in itself, time serves as a confirmation of either an excessively fast rate (poor articulation? nervousness? etc.) or an excessively slow one (major decoding difficulties? apathy?).

The simultaneous consideration of these six indicators should lead the examiner to conclude that the subject is at one of the following three reading levels:

- autonomy: the pupil (a) answers correctly the three comprehension questions; (b) makes no more than one decoding error per hundred words; (c) uses appropriate intonation and grouping; (d) shows few signs of tension and nervousness. For this subject, reading the passage creates no serious difficulties and can therefore be a source of information and enjoyment;

- instruction: the pupil (a) answers correctly at least two comprehension questions including the first one; (b) makes two to nine decoding errors per hundred words; (c) makes a few intonation and grouping errors; (d) is not completely at ease and shows signs of nervousness. This subject shows the need for continued instruction in one or several aspects of reading before he can read efficiently texts at this level of difficulty;

- frustration: the pupil (a) answers correctly one or none of the comprehension questions; (b) makes ten or more decoding errors per hundred words; (c) reads word for word, without expression, respecting neither punctuation nor word groupings; (d) shows either a high level of anxiety, or complete indifference to the task at hand. For this pupil, reading the selection and others of the same difficulty level is a frustrating and unproductive task.

Marked exemples of this scoring procedure are presented on pp. REA 48-49.

Note on the Choice of Reading Selections

The interpretations of performance in terms of reading level suggested above are based on the assumption that the passages included in the Pool are of an exactly appropriate degree of difficulty for the level and grades designated. While this assumption has not been tested experimentally, it is based on the judgement of the experienced teachers who proposed them as suitable, and is probably well founded. Nonetheless, such judgements may not faithfully reflect all local and regional realities.

In view of this situation, the teacher should: (a) before making use of the suggested passages, compare them with others to which the student is regularly exposed, as in readers and other textbooks. If the suggested passage appears substantially easier or more difficult than these regular reading materials, the teacher may select another passage in the Pool, from a higher or lower grade level, as the case may be. (b) after the test, observe the distribution of his students among the autonomy, instruction and frustration reading levels. It would seem evident that, if almost all the students in one class fall into the first or the third level, the passage is too easy or too difficult for that particular class.

As with all components of this Pool, suggestions and contributions from teachers are earnestly solicited. The Ministry will welcome any and all observations on these tests as well as statistics resulting from their administration.

V. The Instruments

	Pages (REA)
1. Selection Suggested for Grades 7 and 8	
a) PREPARATION copy	29
b) TEST copy	31
c) SCORING KEY copy	33
2. Selection Suggested for Grades 9 and 10	
a) PREPARATION copy	35
b) TEST copy	37
c) SCORING KEY copy	39
3. Note on the Length of the Selections	41
4. Scoring Forms for the Intermediate Level	
a) Analytic assessment	43
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5. Specimens	
a) Analytic assessment - Scoring key.....	46
Scoring form.....	47
b) Diagnostic assessment - Scoring key.....	48
Scoring form.....	49

Long ago, in a far-off country, a king, who had grown tired of deeds of strength, said that he would have a contest in good deeds. He offered a rich prize for the man or woman who had done the noblest deed in his kingdom.

On the day set for the contest, many persons were ready to tell of their good deeds. One man said that he had saved the life of a friend when attacked by a wild animal. A woman told of providing food for a starving family. A boy said that he had saved his friend from drowning. And so the stories of good deeds went on till all were told.

But none of the stories pleased the king. It seemed to him that, although the deeds were good, these persons were boasting of how brave or noble they had been. Among the people who were listening to the tales, he saw a little girl who seemed to be greatly interested. The king called her to his side and asked:

"What good deeds have you done, my child?"

"Oh, I have no time to do good deeds," she replied; "I am too busy at home to think of such things."

"What do you do at home?" inquired the king.

"Only little things," said the girl. "I help mother wash the dishes and sweep and scrub the floor. I carry water from the well and gather wood for the fire. I take care of my baby brother when mother needs some rest. I really don't remember anything else."

Turning to the people, the king said: "The prize will be given to this little girl. She has done her little tasks willingly and unselfishly and without any thought of boasting. They are greater deeds than any of the noble actions done by these other persons."

Origin unknown (Grades 7-8 PREPARATION)

Long ago, in a far-off country, a king, who had grown tired of deeds of strength, said that he would have a contest in good deeds. He offered a rich prize for the man or woman who had done the noblest deed in his kingdom.

On the day set for the contest, many persons were ready to tell of their good deeds. One man said that he had saved the life of a friend when attacked by a wild animal. A woman told of providing food for a starving family. A boy said that he had saved his friend from drowning. And so the stories of good deeds went on till all were told.

But none of the stories pleased the king. It seemed to him that, although the deeds were good, these persons were boasting of how brave or noble they had been. Among the people who were listening to the tales, he saw a little girl who seemed to be greatly interested. The king called her to his side and asked:

"What good deeds have you done, my child?"

"Oh, I have no time to do good deeds," she replied; "I am too busy at home to think of such things."

"What do you do at home?" inquired the king.

"Only little things," said the girl. "I help mother wash the dishes and sweep and scrub the floor. I carry water from the well and gather wood for the fire. I take care of my baby brother when mother needs some rest. I really don't remember anything else."

Turning to the people, the king said: "The prize will be given to this little girl. She has done her little tasks willingly and unselfishly and without any thought of boasting. They are greater deeds than any of the noble actions done by these other persons."

Origin unknown (Grades 7-8 TEST)

Questions on the text for Grades 7-8

( ) 1. Which of the following sentences best summarizes this story?

A) Bored kings sometimes do strange things.
B) Some little girls are very helpful.
C) Humble deeds can be noble deeds.
D) Virtue is always rewarded.

( ) 2. Why did the king hold this contest?

A) He was looking for a wife.
B) He wanted to reward good, noble people.
C) He wanted to find his strongest subject.
D) He wanted to be popular with his subjects.

( ) 3. Some persons had accomplished very unusual deeds, yet the king did not award the prize to one of them; what reason did he give?

A) They seemed to be boasting.
B) He could not make up his mind.
C) Their deeds had not been brave enough.
D) Their deeds had not been noble enough.

Long ago, | in a far-off country, | a king, | who had grown tired of deeds of strength, | said that he would have a contest in good deeds. || He offered a rich prize for the man or woman who had done the noblest deed in his kingdom. ||

On the day set for the contest, | many persons were ready to tell of their good deeds. || One man said that he had saved the life of a friend when attacked by a wild animal. || A woman told of providing food for a starving family. || A boy said that he had saved his friend from drowning. || And so the stories of good deeds went on till all were told. ||

But none of the stories pleased the king. || It seemed to him that, | although the deeds were good, | these persons were boasting of how brave or noble they had been. || Among the people who were listening to the tales, | he saw a little girl who seemed to be greatly interested. || The king called her to his side and asked: ||

"What good deeds have you done, | my child?" ||

"Oh, | I have no time to do good deeds," | she replied; || "I am too busy at home to think of such things." ||

"What do you do at home?" | inquired the king. ||

"Only little things," | said the girl. || "I help mother wash the dishes and sweep and scrub the floor. || I carry water from the well and gather wood for the fire. || I take care of my baby brother when mother needs some rest. || I really don't remember anything else." ||

Turning to the people, | the king said: | "The prize will be given to this little girl. || She has done her little tasks willingly and unselfishly and without any thought of boasting. || They are greater deeds than any of the noble actions done by these other persons."

Origin unknown (Grades 7-8 SCORING KEY)

( ) 1. Which of the following sentences best summarizes this story?

A) Bored kings sometimes do strange things.
B) Some little girls are very helpful.
* C) Humble deeds can be noble deeds.
D) Virtue is always rewarded.

( ) 2. Why did the king hold this contest?

A) He was looking for a wife.
* B) He wanted to reward good, noble people.
C) He wanted to find his strongest subject.
D) He wanted to be popular with his subjects.

( ) 3. Some persons had accomplished very unusual deeds, yet the king did not award the prize to one of them; what reason did he give?

* A) They seemed to be boasting.
B) He could not make up his mind.
C) Their deeds had not been brave enough.
D) Their deeds had not been noble enough.

Last week, my brother and I were invited to visit an uncle who had just returned from a holiday in Canada's West. He had an old farm house near a lake, where he didn't spend much time... and we knew why after our arrival! The house had no comfortable furniture in it, several windows were broken, and the roof leaked — making the place cold, damp and uninviting.

The first evening, we sat around the stove listening to our uncle's stories of his adventures in the West. I was tired and wanted to go to bed, but I didn't want to miss any of my uncle's stories.

"Let me tell you about a funny thing that —" my uncle started to say when, all of a sudden, Bang! there was a loud crash from an upstairs bedroom — the one where I was going to sleep!

"What was that?" yelled my brother.

I whispered, "It sounded like the roof fell in!"

My uncle exclaimed, "Let's go and see, boys!"

We went to the top of the stairs and opened the bedroom door. At first, we couldn't see anything because of the clouds of dust filling the room. As the dust settled, we saw a strange sight.

Part of the roof had fallen in and broken boards, beams and chunks of plaster had come down on my bed. "Am I glad I stayed up late to listen to your stories!" I told my uncle; "if I had gone to bed early, I would have been hurt, or even killed!"

That night we slept downstairs on the floor, not wanting to take a chance that the rest of the roof might fall on us. We left for home the next morning; soon after, my uncle sold his house. This was not the kind of adventure he was looking for!

Raymond Jones (Grades 9-10 PREPARATION)

Last week, my brother and I were invited to visit an uncle who had just returned from a holiday in Canada's West. He had an old farm house near a lake, where he didn't spend much time... and we knew why after our arrival! The house had no comfortable furniture in it, several windows were broken, and the roof leaked — making the place cold, damp and uninviting.

The first evening, we sat around the stove listening to our uncle's stories of his adventures in the West. I was tired and wanted to go to bed, but I didn't want to miss any of my uncle's stories.

"Let me tell you about a funny thing that —" my uncle started to say when, all of a sudden, Bang! there was a loud crash from an upstairs bedroom — the one where I was going to sleep!

"What was that?" yelled my brother.

I whispered, "It sounded like the roof fell in!"

My uncle exclaimed, "Let's go and see, boys!"

We went to the top of the stairs and opened the bedroom door. At first, we couldn't see anything because of the clouds of dust filling the room. As the dust settled, we saw a strange sight.

Part of the roof had fallen in and broken boards, beams and chunks of plaster had come down on my bed. "Am I glad I stayed up late to listen to your stories!" I told my uncle; "if I had gone to bed early, I would have been hurt, or even killed!"

That night we slept downstairs on the floor, not wanting to take a chance that the rest of the roof might fall on us. We left for home the next morning; soon after, my uncle sold his house. This was not the kind of adventure he was looking for!

Raymond Jones (Grades 9-10 TEST)

( ) 1. What title best suits this story?

A) A Lucky Break
B) Life on the Ranch
C) My Uncle's Farm House
D) Adventures in the Canadian West

( ) 2. What happened in the upstairs bedroom?

A) Clouds of dust filled the room.
B) The roof caved in and fell on the bed.
C) The narrator was injured by falling beams.
D) The roof leaked and the bedroom was flooded.

( ) 3. Why did the narrator consider himself lucky?

A) His uncle sold the house.
B) He barely missed being hurt or killed.
C) He had been invited to his uncle's house.
D) He enjoyed unusual and unexpected adventures.

Last week, | my brother and I were invited to visit an uncle who had just returned from a holiday in Canada's West. || He had an old farm house near a lake, | where he didn't spend much time... | and we knew why after our arrival! || The house had no comfortable furniture in it, | several windows were broken, | and the roof leaked | — making the place cold, damp and uninviting. ||

The first evening, | we sat around the stove listening to our uncle's stories of his adventures in the West. || I was tired and wanted to go to bed, | but I didn't want to miss any of my uncle's stories. ||

"Let me tell you about a funny thing that | —" my uncle started to say when, | all of a sudden, | Bang! | there was a loud crash from an upstairs bedroom | — the one where I was going to sleep! ||

"What was that?" | yelled my brother. ||

I whispered, | "It sounded like the roof fell in!" ||

My uncle exclaimed, | "Let's go and see, boys!" ||

We went to the top of the stairs and opened the bedroom door. || At first, | we couldn't see anything because of the clouds of dust filling the room. || As the dust settled, | we saw a strange sight. ||

Part of the roof had fallen in and broken boards, | beams and chunks of plaster had come down on my bed. || "Am I glad I stayed up late to listen to your stories!" | I told my uncle; || "if I had gone to bed early, | I would have been hurt, | or even killed!" ||

That night we slept downstairs on the floor, | not wanting to take a chance that the rest of the roof might fall on us. || We left for home the next morning; | soon after, | my uncle sold his house. || This was not the kind of adventure he was looking for!

Raymond Jones (Grades 9-10: SCORING KEY)

Questions on the text for Grades 9-10

( ) 1. What title best suits this story?

* A) A Lucky Break
B) Life on the Ranch
C) My Uncle's Farm House
D) Adventures in the Canadian West

( ) 2. What happened in the upstairs bedroom?

A) Clouds of dust filled the room.
* B) The roof caved in and fell on the bed.
C) The narrator was injured by falling beams.
D) The roof leaked and the bedroom was flooded.

( ) 3. Why did the narrator consider himself lucky?

A) His uncle sold the house.
* B) He barely missed being hurt or killed.
C) He had been invited to his uncle's house.
D) He enjoyed unusual and unexpected adventures.

Note on the Length of the Selections

Teachers may want to substitute other selections for the ones suggestd here, or make use of many selections, and they are obviously free to do so. In choosing a passage, they may wish to apply the following criteria: ideally, it should: (i) be narrative in character and contain some dialogue; (ii) be of the appropriate length and level of difficulty; (iii) be interesting.

The selections suggested here are almost exactly 300 words in length, for the following reasons:

a) a decision was reached, in the process of developing the analytic test, that decoding would count for 30 marks out of 100, and that the selected passages should facilitate the errors-committed-to-marks-retained transformation;

b) on the other hand, it seemed desirable that the loss of all marks attributed to decoding coincide with a standard frequently used in diagnostic tests: the frustration level is reached when the subject decodes incorrectly 10% of the words or more;

c) this coincidence was made possible by the selection of a 300-word passage: if one mark is lost for each incorrectly decoded word, the subject who makes a mistake on 10% of the words (30), and is thus to be located at the frustration level, will lose all marks assigned to decoding.

Teachers who wish to make use of some other selection will therefore have to choose between three approaches: (i) selecting a passage which constitutes a sufficiently complete statement, and performing minor editing until the required length (290 to 310 words) is achieved; (ii) making use of an appropriate text of whatever length, and performing somewhat tedious computations; in a 219-word passage, for instance, each decoding error will mean the loss of 30/21.9 = 1.36 marks; (iii) using any appropriate text, and cutting the subject off after 300 words, even if that means that a sentence is left uncompleted.

The first of these three methods appears to be the most desirable, and the third, the least: it would be very difficult to prepare satisfactory comprehension questions on a text delimited in this fashion, particularly a question on the main idea of the selection or on a good title for it.

SCORING FORM
Analytic Assessment of Oral Reading - Intermediate Level

Student _____ Scorer _____ Date _____

1. Decoding MARKS:

Marks →	0	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	
Errors →	30	28	26	24	22	20	18	16	14	12	10	8	6	4	2	0	/30

2. Pronunciation

Marks →	0	1	2	3	4	5	6	7	8	9	10	
Errors →	10	9	8	7	6	5	4	3	2	1	0	/10

3. Stress Accent

Marks →	0		1		2		3		4		5	
Errors →	10	9	8	7	6	5	4	3	2	1	0	/ 5

4. Grouping

Marks →	0	2	4	6	8	10	12	14	16	18	20	
Errors →	20	18	16	14	12	10	8	6	4	2	0	/20

5. Enunciation

Marks →	1		4		7		10		7		4		1	
	deficient						good				exaggerated			/10

6. Intonation

Marks →	1		4		7		10		7		4		1	
	monotonous						appropriate				excessive			/10

7. Rate

Marks →	1	2	3	4	5	6	7	8	9	10	
	poor									excellent	/10

too slow ( )
too fast ( ) } ← in general → appropriate ( )
none ( ) ← adaptation to meaning → good ( )

8. Volume

Marks →	1	2	3	4	5	/ 5
	poor			excellent		

too weak ( )
too strong ( ) } ← in general → appropriate ( )
none ( ) ← adaptation to meaning → good ( )

TOTAL: /100

Correctly answered questions: 1 ( ) 2 ( ) 3 ( )

SCORING FORM
Diagnostic Assessment of Oral Reading - Intermediate Level

Student _____ Scorer _____ Date _____

1. Comprehension - correctly answered questions:

1 ( ) 2 ( ) 3 ( )

2. Decoding - number of errors:

a) 300-word passage: 0 - 5 ( ) 6 - 29 ( ) 30+ ( )

b) ___-word passage: 1% or less ( ) 1 - 9% ( ) 10%+( )

Frequency of error types:

Omission ____ Addition ____ Substitution ____ Blockage ____

Letter reversals _____ Syllable reversals _____

3. Intonation -

Appropriate ( ) Inappropriate ( ) Non-existent ( )

4. Grouping -

Appropriate ( ) Inappropriate ( ) Non-existent ( )

5. Emotional Reaction -

Calm and confident ( ) Somewhat nervous and anxious ( ) Very nervous or apathetic ( )

6. Time required - _____ sec. Rate rushed ( ) too slow ( )

suggested norm for 300-word passage: 90 - 150 seconds

Conclusions and Recommendations

1. Reading Level - Autonomy ( ) Instruction ( ) Frustration ( )

2. Suggested Action - _____

_____

_____

_____

Long ago, | in a far-off country, | a ~~king~~ kind, | who had grown tired of deeds of strength, | said that he would have a contest in good deeds. || He offered a rich prize for the man or woman who had done the ~~noblest~~ nawy deed in his kingdom. ||

On the day set for the contest, | many persons were | ready to tell | ~~of~~ or their good deeds. || One man said that he had saved | ~~the~~ a life of a friend ~~when~~ he attacked by a wild animal. || A woman told of | providing | food for ~~a~~ the starving ~~family~~ ies. || A boy said that he had saved his friend from | ~~drowning~~ drawy. || And so the stories of good deeds went on till all | were told. ||

But none of ~~the~~ these stories pleased the king. || It seemed to him that, | although the deeds were good, | these persons were ~~boasting~~ bayo of how brave ~~or~~ and noble they | had been. || Among the people who were listening to the tales, | he saw a little girl who ~~seemed~~ seems to be a greatly | interested. || The king called her | to his side and asked: ||

"What good deeds have you done, | my child?" ||

"Oh, | I have | no time | to do good deeds," | she | replied; || "I am too busy at home to think of such ~~things~~ thing." ||

"What do you do at home?" | inquired the king. ||

"Only little things," | said the girl. || "I help my mother wash the dishes and sweep the and scrub the floor. || I carry water from the well and gather | wood for the fire. || I take care of my | baby brother when mother needs some rest. || I really don't remember anything else." ||

Turning to the people, | the king said: | "The prize will be given to this little girl. || She has done her little | ~~tasks~~ task willingly and ~~unselfishly~~ unsufficiently and without ~~any~~ the thought of boasting. || They there are | greater deeds than any of the noble | ~~actions~~ action done by these other persons."

Origin unknown

(Grades 7-8 SCORING KEY)

SCORING FORM

Analytic Assessment of Oral Reading - Intermediate Level

Eric Delage (Student) — Danielle Gratton (Scorer) — 83.04.30 (Date)

1. Decoding — MARKS:

Marks →	0	2	4	6	(8)	10	12	14	16	18	20	22	24	26	28	30
Errors →	30	28	26	24	22	20	18	16	14	12	10	8	6	4	2	0

8 /30

2. Pronunciation

Marks →	(0)	1	2	3	4	5	6	7	8	9	10
Errors →	10	9	8	7	6	5	4	3	2	1	0

0/10

3. Stress Accent

Marks →	0		1		2		3		(4)		5
Errors →	10	9	8	7	6	5	4	3	2	1	0

4 / 5

4. Grouping

Marks →	(0)	2	4	6	8	10	12	14	16	18	20
Errors →	20	18	16	14	12	10	8	6	4	2	0

0/20

5. Enunciation

Marks →	1	4	(7)	10	7	4	1
	deficient			good		exaggerated	

7 /10

6. Intonation

Marks →	1	(4)	7	10	7	4	1
	monotonous			appropriate		excessive	

4 /10

7. Rate

Marks →	1	2	3	4	5	(6)	7	8	9	10
	poor									excellent

6 /10

too slow (✓)
too fast ( )
none (✓)
← in general → appropriate ( )
← adaptation to meaning → good ( )

8. Volume

Marks →

1	2	(3)	4	5
poor				excellent

3 / 5

too weak ( )
too strong ( )
none (✓)
← in general → appropriate (✓)
← adaptation to meaning → good ( )

TOTAL: 32/100

Correctly answered questions: 1 ( ) 2 (✓) 3 ( )

Long ago, |in a far-off country, |a ~~king~~ Kind, |who had grown tired of deeds of strength, |said that he would have a contest in good deeds. || He offered a rich prize for the man or woman who had done the ~~no~~ naw blest deed in his kingdom. ||

On the day set for the contest, |many persons were |ready to tell |~~of~~ or their good deeds. ||One man said that he had saved |~~the~~ a life of a friend ~~when~~ he attacked by a wild animal. || A woman told of |providing |food for ~~a~~ the starving ~~family~~ ies. ||A boy said that he had saved his friend from |~~drowning~~ drqw. || And so the stories of good deeds went on till all |were told. ||

But none of ~~the~~ these stories pleased the king. || It seemed to him that, | although the deeds were good, |these persons were ~~boasting~~ baw of how brave ~~or~~ and noble they |had been. ||Among the people who were listening to the tales, |he saw a little girl who ~~seemed~~ seems to be a greatly interested. ||The king called her | to his side and asked: ||

"What good deeds have you done, |my child?" ||

"Oh, |I have |no time |to do good deeds," |she |replied; ||"I am too busy at home to think of such ~~things~~ ting." ||

"What do you do at home?" |inquired the king. ||

"Only little things," |said the girl. || "I help my mother wash the dishes and sweep the and scrub the floor. || I carry water from the well and gather wood for the fire. || I take care of my |baby brother when mother needs some rest. || I really don't remember anything else." ||

Turning to the people, |the king said: | "The prize will be given to this little girl. ||She has done her little ~~tasks~~ task willingly and ~~unselfishly~~ unsufficiently and without ~~any~~ the ~~thought~~ thought of boasting. || ~~They~~ There are |greater deeds than any of the noble |~~actions~~ action done by these other persons."

Origin unknown

(Grades 7-8 SCORING KEY)

SCORING FORM
Diagnostic Assessment of Oral Reading - Intermediate Level

Eric Delage (Student) Danielle Gratton (Scorer) 82.09.21 (Date)

1. Comprehension - correctly answered questions:

1 ( ) 2 (√) 3 ( )

2. Decoding - number of errors:

a) 300-word passage: 0 - 5 ( ) 6 - 29 (√) 30+ ( )

b) ___-word passage: 1% or less ( ) 1 - 9% ( ) 10%+( )

Frequency of error types:

Omission ___ Addition 4 Substitution 18 Blockage ___

Letter reversals ___ Syllable reversals ___

3. Intonation -

Appropriate ( ) Inappropriate (√) Non-existent ( )

4. Grouping -

Appropriate ( ) Inappropriate (√) Non-existent ( )

5. Emotional Reaction -

Calm and confident ( ) Somewhat nervous and anxious (√) Very nervous or apathetic ( )

6. Time required - 159 sec. Rate: rushed ( ) too slow (√)

suggested norm for 300-word passage: 90 - 150 seconds

Conclusions and Recommendations

1. Reading Level - Autonomy ( ) Instruction (√) Frustration ( )

2. Suggested Action - Word attack skills need to be considerably strengthened: frequent substitutions and unwarranted pauses reveal that decoding is still quite laborious.

Section Two

THE ASSESSMENT OF SILENT READING

Foreword: Rationale for Bilingual Instructions

A special matter needs to be discussed at this point: the language to be used when administering the instruments contained in this Pool. It may come as a surprise to some that instructions to pupils are provided in both English and French, since a strong tradition has become established, in Ontario schools, to the effect that the mother tongue should be totally banished in the teaching of Anglais to Franco-Ontarian students. Why, then, should the Pool provide instructions in both languages? The answer to that question is as follows.

There is little doubt that systematic use of the mother tongue, when teaching a second language, can be detrimental to the learner. However, expert opinion appears to be that occasional use of the mother tongue is not to be feared, and should indeed be encouraged when it enables the teacher to highlight in a few seconds a contrast between the mother tongue and the target language that, otherwise, would require lengthy explanations or which might possibly never be perceived by the learner. To give but one example: does anyone really believe that harm will be done to francophone pupils if it is pointed out to them that English uses the verb "to be", whereas French uses the verb "avoir", to express the idea of being cold, hungry or thirsty?

Even if such occasional use of the mother tongue when teaching another language had been shown — let it be repeated, it has not — to be detrimental, one would still need to ponder whether such use when testing mastery of that language is also to be rejected; the requirements of good measurement do not necessarily coincide with those of effective instruction.

One moment of reflection should suffice to convince the user of this Pool that, when measuring pupil knowledge, the first concern should be for valid and reliable measurement, and that all steps not otherwise detrimental should therefore be taken to ensure that the subjects manifest fully their level of mastery. One such step is the use, for the purpose of giving instructions, of the language which the subjects know best, i.e. their mother tongue. Otherwise, incorrect answers will always constitute ambiguous phenomena, attributable to one of two factors: the subjects do not have the skill or knowledge being tested, or they did not understand what they were expected to do.

Insisting that the target language be used when testing knowledge of that language could, under certain circumstances, be compared to the administration of a written intelligence test to a subject whose eyesight is severely impaired, or a set of arithmetic problems involving substantial reading to a child suffering from dyslexia: in both cases, the subject is obviously handicapped by a deficiency which acts as a screen between his true level of skill and knowledge, and its observable manifestations.

It might be argued that classroom teachers know how to word the instructions for their Anglais tests and exams in such a way that even the weakest pupils will understand what is expected of them; that teachers will restrict themselves to the vocabulary and the level of sentence complexity which they know to be mastered by their pupils.

That may be so, and in that case the risk of obtaining unreliable measurements may be slight. The reader will understand that this situation did not exist for the authors of the instruments presented in this Pool. There existed no sure way of knowing which words or sentence structures were known to all the pupils who might eventually be tested with these instruments. Nor could it be assumed that every type of instrument used here would be familiar to these pupils, who would know at first glance how to approach them; indeed, the contrary is quite likely.

Hence the need to provide full explanations, in the language which the subjects are most likely to understand, i.e. their mother tongue.

It was decided that, in the final analysis, the teacher was in the best position to decide whether the instructions to be used with a given class, with a given set of instruments, should be presented in French or in English, and that both should therefore be provided. Generally, the two sets of instructions are printed on two different pages, to remind teachers that they have to choose one or the other (or, between presenting only one and presenting both, letting the pupils decide which one best enables them to demonstrate their knowledge); in a few cases, where the instructions are very short, considerations of economy have led to presenting both on the same page, one at the very top and the other at the very bottom. In either case, teachers should have no difficulty in reproducing the set(s) of instructions to be used.

I. Assessing Comprehension

A. Two Global Measures

1. The Cloze Procedure

a) Background and Definition

The "cloze" procedure requires the reader to replace individual words deleted from a reading passage.

The technique was created, and is still used, as a way of determining the readability of reading materials. Very soon, however, it evolved into a tool for the measurement of reading comprehension; some authors have even suggested its use for assessing the over-all mastery of a language.

b) The Construction and Marking of Cloze Tests

As a test of reading comprehension or of language mastery, the cloze text may be constructed and marked in different ways:

i) the construction of a cloze passage may be mechanical (a word is deleted at regular intervals; for instance, every 5th or 7th word) or selective (all nouns, or adjectives, or verbs, or connectives, etc., are deleted);

Whatever the approach used, the instrument can assume two forms: the short-answer form, where the subject is asked to provide the missing word for each blank, and the multiple-choice form, where the subject is asked to select, for each blank, the appropriate word among those which are suggested.

ii) the marking of the short-answer form can proceed in two ways: the "exact-word method", whereby subjects earn one mark each time they provide the exact word which has been deleted; the "equivalent-word method", whereby a mark is earned for each appropriate word, i.e. a word that retains the meaning of the sentence and the passage.

Finally, if the short-answer form is adopted, a decision must be made about the way in which language and spelling errors will be dealt with: should they be disregarded? should they invalidate an otherwise acceptable answer?

c) Experimental Procedure

Two extreme attitudes are to be avoided in relation to new procedures: refusing to consider their potential usefulness, or adopting them with blind faith as perfect solutions to one or more problems. Much research is still needed concerning the validity of the cloze procedure as a measure of reading comprehension, and even more as a measure of over-all competence in the language.

d) Suggested Uses

It is therefore recommended that the cloze tests found in this package be used with prudence and in an experimental spirit. The following suggestions are offered:

i) including one or two cloze tests in the battery of examinations administered at the beginning of the school year to establish performance levels, and comparing the results obtained on the cloze tests to those produced by the other measures;

ii) administering the same cloze passages at the beginning and at the end of the year, and comparing the observed gains, if any, to other available measures of progress;

iii) creating, over a few years, sets of local norms resulting from the experimental administration of the cloze tests presented here, and investigating the degree of correspondence between these results and other available measures of performance in reading, or in over-all mastery of English.

e) Marking the BIMO Cloze Tests

It is suggested that, for the cloze tests which follow, the equivalent word technique be used: one mark is given for each answer that is both semantically and grammatically acceptable in the context of the passage.

Concerning semantic acceptability, it will be noticed that the scoring keys suggest, for certain blanks, two or more words, each of which is congruent with the meaning of the passage. Every attempt has been made to provide an exhaustive list of acceptable

answers for each blank space; consequently, it is not recommended that the list be extended, since the probability of discovering other unquestionably correct answers appears to be quite small.

Concerning grammatical acceptability, it is recommended that no mark be awarded for words which do not conform to the rules of grammar: incorrect subject-verb agreements, confusion between grammatical homophones (its - it's; want - won't; they're - there - their), etc.; only non-grammatical spelling errors (e.g. elefant) will be disregarded.

Concerning the marking of these cloze tests, two other points need to be made:

i) since the Pool, in the present phase of its elaboration, does not provide norms which would enable teachers to compare the results of their own classes with those of others from the same region or from the whole Province, each teacher is quite free to adopt some scoring procedure other than the one recommended here;

ii) on the other hand, experience has shown that the scores resulting from various scoring methods will most probably be very highly correlated: those pupils who obtain the highest scores by one method will also be highly rated by another, the same subjects will be identified as low scorers, and so on. Attempts to devise and implement a more sophisticated procedure than the one suggested here are therefore not likely to produce more useful results.

f) Sharing Experiences

As for other contents of this Pool, teachers wishing to contribute to the improvement of these cloze materials are invited to share their experiences with their colleagues. The Ministry will welcome

reports of carefully conducted studies on the comparability of cloze test scores with the results of other measures of language mastery, distributions of scores resulting from the administration of these tests to the entire student body of a large school or of a Board, etc.

The Instruments

	Pages (REA)
Instructions in English for all grades	61
Instructions in French for all grades	63
Cloze tests for Grades 7 and 8, nos. 1 to 4	65
Cloze tests for Grades 9 and 10, nos. 1 to 4	73

Instructions

On the next page, you will find a short text from which several words have been removed and replaced by numbered lines. You must decide which word has been removed and then write it on the line. Let's complete the following example together. We must start by reading the entire text:

EXAMPLE

"Ten, nine, eight, seven, six, five, (1) four, three, two, one, zero! Blast off!" See how (2) the rocket rises slowly into the sky. As (3) _____ speed increases, the rocket grows smaller (4) _____ smaller until, in a few seconds, (5) _____ disappears into the clouds.

While doing this exercise, remember the following points:

1) Read the entire text before answering.

2) On each numbered line, you must write ONE word ONLY.

3) Try to spell all your answers correctly, but don't leave out an answer just because you don't know how to spell it.

4) Sometimes, you could give several answers which have about the same meaning. In this case, choose the word that you think is best.

5) Write clearly.

Now do the exercise on the next page.

Consigne

Tu trouveras plus loin une courte histoire. A certains endroits du texte, on a enlevé un mot, et on l'a remplacé par un espace. Dans chaque espace, tu dois écrire un mot qui convient. Complétons ensemble l'exemple qui suit. Il faut commencer par lire le texte au complet.

EXEMPLE

"Ten, nine, eight, seven, six, five, (1) four , three, two, one, zero! Blast off!" See how (2) the rocket rises slowly into the sky. As (3) _____ speed increases, the rocket grows smaller (4) _____ smaller until, in a few seconds, (5) _____ disappears into the clouds.

En faisant cet exercice, rappelle-toi ceci:

1) lis toute l'histoire avant de commencer à répondre;

2) dans chaque espace, écirs UN SEUL mot;

3) dans certains espaces, plusieurs réponses seraient acceptables; choisis celle qui te semble la meilleure;

4) fais attention à l'orthographe, mais donne la réponse que tu crois la meilleure même si tu n'es pas sûr de la façon de l'écrire;

5) écris lisiblement.

Lis maintenant l'histoire de la page suivante et trouve les mots qui manquent.

(7-8, Text no. 1)

"What is your trade?"

"I have no trade," said (1)_____ old man. "But I get things done."

"(2)_____ kind of things?"

"All kinds of things."

"(3)_____ you mean big things, like house-building (4)_____ all that ?" asked the head man.

"Yes. (5)_____ things too, which are really big things (6)_____ you stop to consider," said the old (7)_____. That seemed an odd if not a (8)_____ thing to say, the head man thought.

"(9)_____ things left undone soon become big things," (10)_____ the old man, waving his hand in (11)_____ direction of a stinking heap of banana (12)_____ and rotten vegetables nearby.

ANSWER KEY (7-8, Text no. 1)

(1) the

(2) what

(3) do

(4) and

(5) little, small, tiny

(6) if, when

(7) man

(8) bizarre, foolish, funny, peculiar, queer, ridiculous, silly, strange, stupid, weird

(9) little, small, tiny

(10) continued, explained, said,

(11) the

(12) peels, skins

(7-8, Text no. 2)

On a moonlight night on the plains of Argentina, (1)_____ English explorer, sleeping on the ground, was (2)_____ by the chilling cry of a mountain (3)_____ . He saw four great Argentinian cats coming (4)_____ him. Greatly frightened, he waited silently, without (5)_____ .

He was suddenly filled with relief, for (6)_____ saw that he was in no danger. (7)_____ mountain lions were not going to kill (8)_____ . They were playing! Calling to one another, (9)_____ raced like kittens playing hide-and-seek, (10)_____ and wrestling together.

ANSWER KEY (7-8, Text no. 2)

(1) an, the

(2) awakened

(3) cat, lion

(4) at, towards

(5) breathing, moving, panicking

(6) he

(7) The

(8) him

(9) they

(10) fighting, grappling, playing, rolling, romping

(7-8, Text no. 3)

Once upon a time there was a prisoner no (1)_____ ever came to see and to whom (2)_____ friend ever came to say a kind (3)_____ in his cell. He led a miserable (4)_____, but one lucky day a little gray (5)_____ chanced to come out of a hole (6)_____ the corner. As it was very timid, (7)_____ disappeared as soon as the prisoner moved, (8)_____ soon after it came back. The prisoner (9)_____ it a crumb from his modest meal. (10)_____ then on the little mouse came back (11)_____ see him almost every day. It used (12)_____ come and snuggle up against his neck (13)_____ sit on his hands. To make a (14)_____ story short, they became real friends, and (15)_____ cell never seemed as lonesome to the (16)_____ when the little mouse was there.

ANSWER KEY (7-8, Text no. 3)

(1) one, person, relative, visitor

(2) no

(3) word, thing

(4) existence, life

(5) mouse

(6) in

(7) it

(8) but

(9) fed, gave, offered, threw

(10) From

(11) to

(12) to

(13) or

(14) long

(15) his, the

(16) man, prisoner

(7-8, Text no. 4)

Norman was talking to his father about remembering. "You (1)_____, I don't always have pencil and (2)_____ on me to write down all the (3)_____ I want to remember or a pocket (4)_____ to check the spelling of a word (5)_____ "ADDRESS". How come you are always able (6)_____ remember things?"

"Well, Norman, if possible I (7)_____ things down. If not, I try to (8)_____ carefully to what people tell me so (9)_____ I can remember what they said. Afterwards (10)_____ repeat their words to myself so as (11)_____ to forget. I do what I have (12)_____ as soon as possible in order to (13)_____. To learn the spelling of a new (14)_____, my method is this: I write the (15)_____ ten times, to learn how it feels (16)_____ write it while looking at it carefully (17)_____ that it sticks in my mind."

ANSWER KEY (7-8, Text no. 4)

(1) know

(2) paper

(3) information, things, words

(4) dictionary

(5) like

(6) to

(7) write, jot

(8) listen

(9) that

(10) I

(11) not

(12) to

(13) remember

(14) word

(15) word

(16) to

(17) so

(9-10, Text no. 1)

Human beings have always searched for ways to make (1)_____ lives more pleasant. From the very beginning, (2)_____ have tried to find easier and quicker (3)_____ to do their work. Consequently, man no (4)_____ lives in caves, but in modern homes. (5)_____ now travels in airplanes, cars and ships, (6)_____ of on foot.

This kind of life (7)_____ been made possible by inventions. The cave (8)_____ who sharpened pieces of flint and then (9)_____ them firmly to sticks had better weapons (10)_____ the sticks or flints alone. Simple as (11)_____ weapons were, they were a true invention. (12)_____ time later, they further discovered that a (13)_____ could be moved through the water more (14)_____ when a carefully shaped paddle was used (15)_____ of a tree branch.

ANSWER KEY (9-10, Text no. 1)

(1) human, their

(2) humans, men, people, they

(3) means, method, ways

(4) longer

(5) He, Man

(6) instead

(7) has

(8) dweller(s), inhabitant(s), man, men

(9) affixed, attached, bound, strung, tied

(10) than

(11) their, these, those

(12) Some

(13) log, tree, trunk

(14) easily, effectively, efficiently, quickly, rapidly, swiftly

(15) instead

(9-10, Text no. 2)

It does take time to know a cat, and (1) _____ cat is willing to wait. It will (2) _____ on thinking deep cat thoughts while pursuing (3) _____ pursuits whether you like it or not. (4) _____ you conduct yourself in a way that (5) _____ pleasing to the cat, it might start (6) _____ attention to you; then, you have the (7) _____ to feel very proud and very special. (8) _____ doesn't mean cats are not affectionate. (9) _____ are reserved, and very independent. Once a (10) _____ loves you, its love is very strong; (11) _____ will prove it by settling affectionately on (12) _____ neck and purring a special purr and, (13) _____ it catches mice, it will certainly bring you (14) _____ as a present.

ANSWER KEY (9-10, Text no. 2)

(1) a, the

(2) go, insist, keep

(3) cat, catty, feline, independent, its

(4) If, When

(5) is

(6) devoting, giving, paying

(7) chance, opportunity, right

(8) It, That, This

(9) Cats, They

(10) cat, feline

(11) it

(12) your

(13) if, when

(14) one, some

(9-10, Text no. 3)

Since last Saturday, in a corner of Mrs. Smith's living (1) _____ , there hangs a large beautiful, golden cage, (2) _____ residence of Mrs. Smith's new pet, Goldie (3) _____ parrot. "What a darling Goldie is!"says (4) _____ Smith; "how sweet he is, and how (5) _____ he talks!"

Napoleon, the cat, is not (6) _____ ; he has always been the master of (7) _____ house, and now this intruder gets much (8) _____ much attention. He decides to act. Having (9) _____ that it is easy for his mistress (10) _____ open the cage to feed the bird, (11) _____ quickly takes advantage of her absence and (12) _____ the door with his paw, planning to (13) _____ the cage and get rid of the (14) _____ once and for all.

Goldie is very (15) _____ , however; he slips out of the cage, (16) _____ the door securely with his powerful, crooked, (17) _____ and transforms Napoleon from a determined hunter (18) _____ a pitiful prisoner.

ANSWER KEY (9-10, Text no. 3)

(1) room

(2) the

(3) the

(4) Mrs.

(5) clearly, nicely, well

(6) amused, enthused, happy, impressed, pleased

(7) the, this

(8) too

(9) seen, noticed, observed

(10) to

(11) he

(12) opens, unlatches, unlocks

(13) enter

(14) bird, competition, intruder, parrot, pest, rival

(15) clever, fast, intelligent, quick, skillful, sly, smart, smooth, wise

(16) closes, locks, shuts

(17) beak, claw, mouth

(18) into, to

(9-10, Text no. 4)

Glancing upwards, a little boy and his mother were (1) _____ the spectators gathered in a French park (2) _____ this November day in 1783.

The boy (3) _____ his mother, "If the balloon goes up, (4) _____ then will the men return to the (5) _____ without being killed?"

"They will be killed (6) _____ course. If God had intended men to (7) _____ , he would have given them wings."

Another (8) _____ said, "For shame! These are wise men, (9) _____ really will be able to fly. At (10) _____ rate, they are very brave."

A fire (11) _____ blazing in a pit in the ground. (12) _____ the fire hung an enormous gold balloon. (13) _____ was held by a thick rope strung (14) _____ two poles on either side of the (15) _____ . As the fire blazed, the balloon began (16) _____ expand. Men circling the fire threw other (17) _____ over the balloon to prevent it from (18) _____ .

Meanwhile the balloon grew larger and larger (19) _____ the crowd watched in awe.

"It's magic!" (20) _____ a little girl.

ANSWER KEY (9-10, Text no. 4)

(1) amid, amidst, among, amongst, with

(2) on, early

(3) asked, queried, questioned

(4) how

(5) earth, ground, park

(6) of

(7) fly, soar

(8) adult, mother, person, spectator, woman

(9) they, who

(10) any

(11) was

(12) Above, Over

(13) It

(14) across, between, from

(15) blaze, fire, pit

(16) to

(17) restraints, ropes

(18) escaping, lifting, rising

(19) as, while

(20) cried, exclaimed, said, shouted, screamed, yelled

2. Describing Illustrations

The instruments presented here are also suggested as a quick method of obtaining an over-all assessment of reading comprehension. Their rationale is simple: given an unambiguous, easily understood illustration or set of illustrations, and many verbal descriptions of its content, only one of which is correct, the subject who selects the correct description understands verbal material better than the one who does not.

The twenty instruments which are provided here were administered experimentally to relatively small samples (approximately 225 subjects) comprised of pupils from most regions of the Province. The first ten instruments were tested in Grades 7 and 8, and the last ten, in Grades 9 and 10. In all cases (with one exception: no. 9) they were correctly answered by two-thirds of the subjects or more.

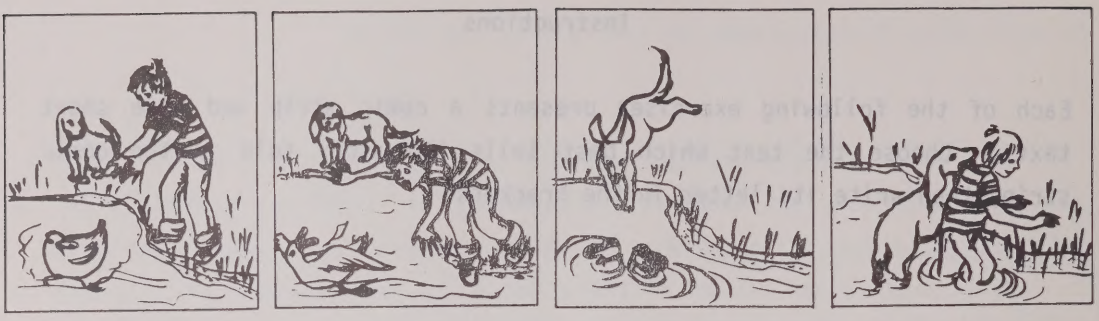
It is therefore recommended that they be used with groups who are suspected of not meeting the standards usual in Ontario classes, as a quick way of ranking pupils and detecting the low achievers. (The presence of an asterisk instead of a difficulty index for Grades 7-8 means that instruments nos. 11 to 20 would probably be quite appropriate for use at that level.)

Instructions

Each of the following exercises presents a comic strip and five short texts. Choose the text which best tells the story told in the comic strip, then write its letter in the brackets.

Consigne

Chacun des exercices suivants présente une bande dessinée et cinq courts textes. Décide lequel des textes raconte le mieux l'histoire racontée dans la bande dessinée, puis inscris entre les parenthèses la lettre placée devant la réponse que tu choisis.



( ) 1. A) The boy had been trying to catch the duck, which dove beneath the surface of the water in an attempt to escape. Both the dog and the boy plunged into the pond. D 7-8: e

B) The boy was playing at the edge of a pond where a duck was swimming. The dog accidentally nudged him causing the boy to fall into the water.

C) The boy tried to leap across the pond and failed. The duck called out to the dog who dove in and rescued the boy.

D) The boy tried to catch the duck and fell into the water. The dog dove in to rescue him.

( ) 2. A) Sheila was on a swing but fell off it into the water. Luckily her dog was there and was able to rescue her. D 7-8: e

B) Sheila did not enjoy playing with her doll anymore and flung it into the water. A dog jumped into the water and took it home with him.

C) Sheila wanted her dog to go for a swim so she threw her doll into the water and told her dog to get it for her.

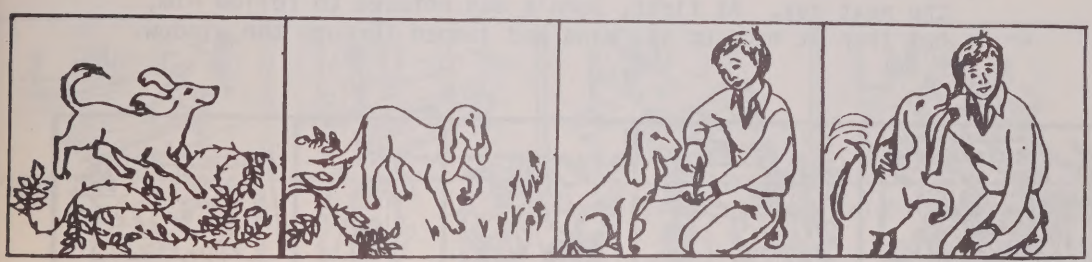
D) Sheila was pushing her favourite doll on the swing when it suddenly fell off the seat into the water. Sheila's dog saw what had happened and retrieved the doll for her.

( ) 3. A) Peter's car fell off the table and was broken when it hit the floor. John saw that Peter was quite upset about this and he gave his car to Peter. A 7-8: e

B) Peter attempted to take John's car away from him. The car was damaged but the boys managed to fix it.

C) John accidentally pushed Peter's car off the table and broke it. Peter forgave him and they remained good friends.

D) Peter's car fell off the table and was damaged. Peter then tried to take John's car away from him, but they finally decided that playing together was more fun than fighting.

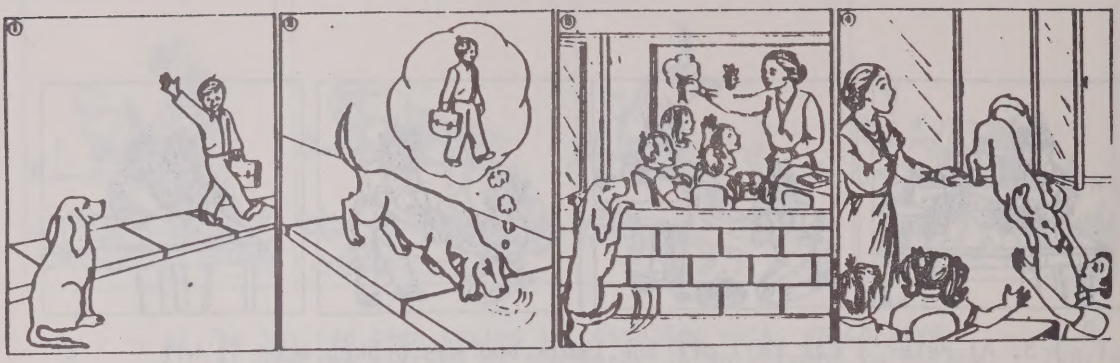


( ) 4. A) Jim's dog was digging in the rose garden for the second time this week. Jim had no choice but to punish him. C 7-8: e

B) The dog's hair was too long; each time the dog played outside, its coat became tangled in the thorny bushes. Jim had to give it a haircut.

C) As Jim's dog was walking through a rosebush, a thorn became imbedded in its paw, Jim removed the thorn; the dog was extremely grateful.

D) Jim's dog had been out running in the woods all day. When it returned home, it was greeted by Jim who had been worried by the dog's prolonged absence.

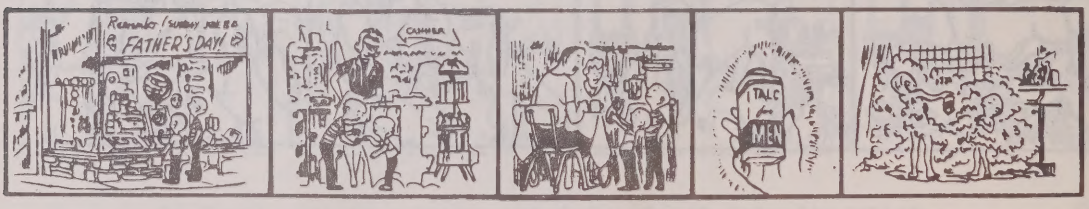


( ) 5. A) John was going to school when a strange dog started following him. He was scared and ran into the school in an effort to escape; the dog jumped through the window into the classroom. C 7-8: e

B) John decided to bring his dog to school to show the class. However, the teacher would not allow the dog to come in through the door, so it had to jump through a window.

C) Unknown to John, his dog followed him to school. When John was sitting in the classroom, the dog jumped through an open window to say hello.

D) John's teacher had told the pupils to bring a pet to school the next day. At first, John's dog refused to follow him, but then it made up its mind and jumped through the window.



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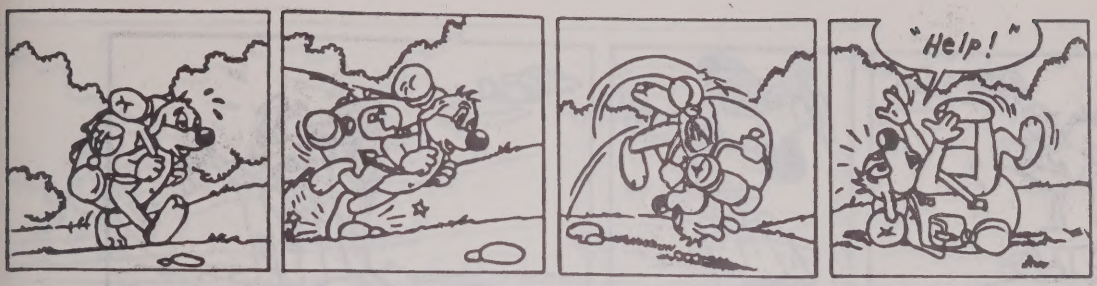
( ) 6. A) For Father's Day, two boys stored a can of talcum powder; their father was delighted that they used it themselves. B 7-8: e

B) Two boys bought a can of talcum powder which they offered to their Dad on Father's Day, but then they went and used a lot of it themselves.

C) The can of talcum powder which they had purchased from their Dad, the two boys brought it to the store and used most of it.

D) As a Father's Day gift, two boys were offered a can of talcum powder but they refused a lot of it.



( ) 7. A) Pif went hiking with a knapsack that was so big and heavy that, having tripped and fallen on his back, he was unable to get up again without assistance. A 7-8: e

B) Pif liked hiking and tripping with a big, heavy knapsack but fell on his back because he could not get up again with somebody's help.

C) Pif's big, heavy knapsack was for hiking; he stumbled on it and fell. Getting up again, he called for help.

D) One day, while hiking with a big, heavy knapsack which he tripped over, Pif cried for assistance until he could get up again.

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( ) 8. A) Because it was hot, a little boy's mother removed his shirt and got some ice cubes from the house; coming out, she stumbled and dropped the ice cubes on her back to her surprise. B 7-8: e

B) On a hot summer day, a boy who was trying to cool off by removing his shirt and eating ice cubes tripped and dropped a whole bucket of them on his mother's bare back; she was very surprised.

C) It was a very hot little boy who took off his shirt to get some ice cubes; he stumbled on something in the house and surprised his mother when the cubes dropped from her back.

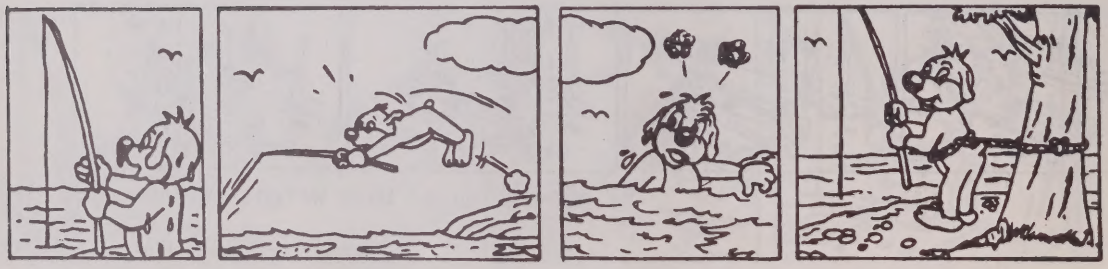
D) One hot summer day, a little boy with a shirt got from the house a bucket of ice cubes which, he surprised his mother by dropping it on her back, an object having tripped her.

( ) 9. A) Standing alone, Pif was happy when he saw the plane which had dropped him on a desert island; the box of supplies fell from the airplane on his head! D 7-8: m

B) An airplane was about to land on Pif's desert island; instead, it threw a wooden box at him which hurt him on the head!

C) Pif owned a desert island; he waved at his plane, which dropped him and a wooden supply box; it hit him on the head!

D) Pif was very happy when he saw a plane approaching the desert island where he was. He never expected the supplies it was bringing to land right on his head!



( ) 10. A) When Pif caught a very big fish, which he himself tied to a large tree, he threw himself into the water. C 7-8: e

B) Pif fished a very big fish out of the water, swam into the sea and back and became very attached to a large tree by a rope.

C) Having been pulled into the water by a very big fish, Pif tied himself to a large tree in case he caught another one.

D) Pif was so surprised to catch a big fish that he was unable to pull it out of the water without the help of a large tree.

FERDINAND

( ) 11. A) Ferdinand wanted to get rid of the flies which were bothering him. He went to get the can of insecticide, but his wife was using it. He was angry and took it from her to kill the flies. D 7-8: * 9-10:e

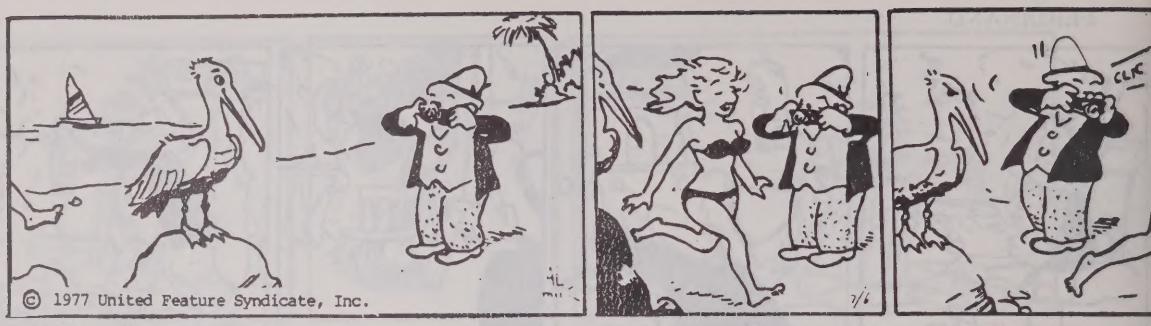
B) Flies were buzzing around Ferdinand. So, he went to get his ife's hair-spray. She thought it was an excellent idea and helped her husband spray the flies.

C) Ferdinand wanted to read his newspaper in peace. His wife was annoying him with her hair-spray. So he took the can and sprayed her hair, and then the flies.

D) Ferdinand wanted to read his newspaper but he was annoyed by the flies buzzing around him. Finding no insecticide, he simply borrowed his wife's hair-spray. She didn't seem to like the idea.

E) Ferdinand thought that if his wife could use the insecticide on her hair, so could he. So he used it exactly like his wife did.

FERDINAND



( ) 12. A) Ferdinand's favorite hobby is photography. One day, on the beach, he saw an unusual bird. He was lying in the sand ready to snap a picture of it when a beautiful girl ran by. He forgot all about the bird and ran away with the girl. B 7-8: * 9-10:e

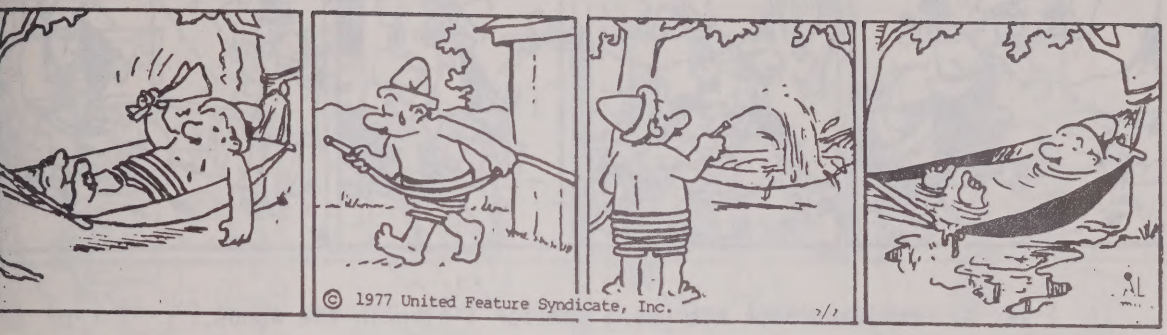
B) A very rare bird, perched on a stone, seemed to be waiting for a photographer. Ferdinand was getting ready to take its picture when a good-looking girl came running on the beach. His eye and the camera followed the girl, and the bird was forgotten.

C) Taking pictures is Ferdinand's hobby. One day he was taking a picture of a girl running on the beach when a rare bird flew by. It was so attractive that he decided to take a picture of it instead.

D) Ferdinand is holidaying somewhere in the South. He likes taking pictures of the ocean, the beach, and the swimmers. A girl offered to help him take a picture of an interesting bird.

E) Ferdinand was trying to take a picture of a tropical bird. He was waiting for the bird to stop moving. A young girl ran right across his path. He had to wait to take the picture of the bird.

FERDINAND



( ) 13. A) One hot summer day, Ferdinand was lying in a hammock, fanning himself, trying to beat the heat. Then he had a brillant idea. With the garden hose, he filled the hammock with water. How refreshing it was, lying in this improvised pool! A 7-8: * 9-10:e

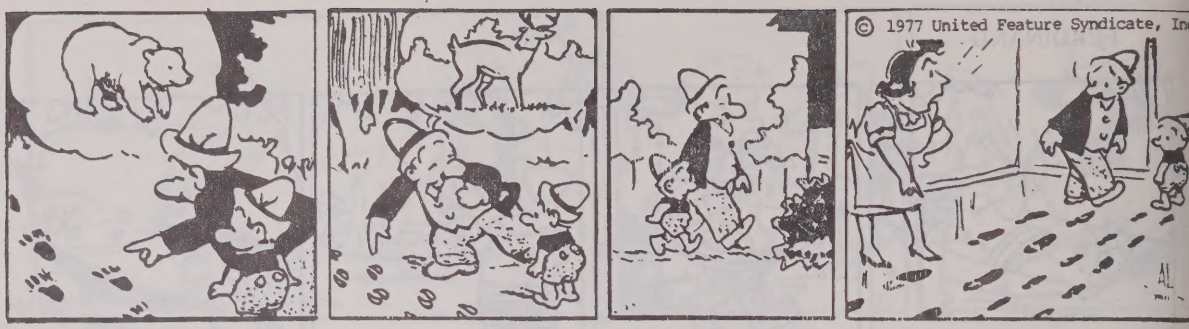
B) "There are more ways than one to cool off in this terrible heat," said Ferdinand. He took out the garden hose, watered everything around him, and then lay in the hammock.

C) Ferdinand was resting in the hammock, trying to forget it was 30^{o} C in the shade. He thought that, maybe, watering the grass would be a better way to cool off. Then he rested in the hammock.

D) It was such a hot day; all one could do was lie in a hammock and do nothing. "But still, there must be a better way," thought Ferdinand. He took the garden hose, watered the grass, the flowers and the trees. Now he could rest, refreshed!

E) Ferdinand read in his newspaper that it was the hottest day on record. So he decided he would fill the hammock with water and go for a swim.

FERDINAND



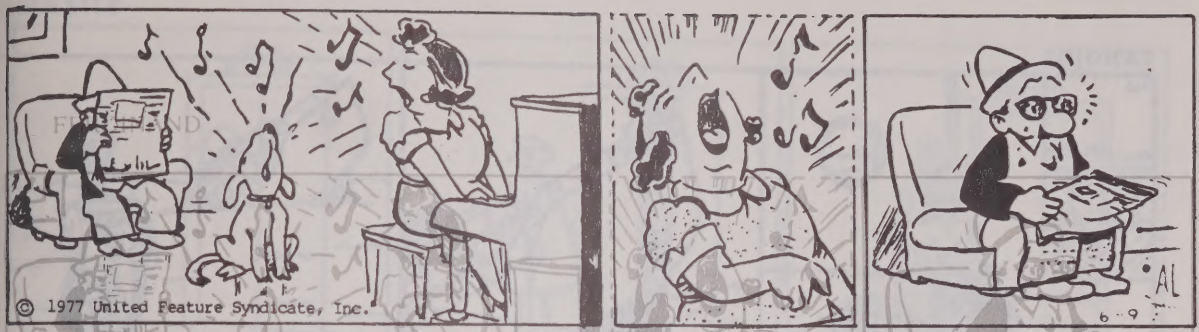
( ) 14. A) Ferdinand took his young son for a hike in the woods. There they saw, among other things, animal tracks. Ferdinand took this opportunity to teach the boy how to identify them. On their way home, they could hear Helen calling them to come and make tracks at home. D 7-8: * 9-10:e

B) Ferdinand wanted to teach his son the importance of identifying animal tracks. So he took him on a field-trip to a nearby forest. On their way home that night, they had the good fortune of seeing bears and deer. Helen thought tracks on her polished floors not so exciting.

C) Helen was really annoyed when she saw her freshly-polished floor covered with mud tracks. She sent both Ferdinand and son outside to punish them. There they saw many animal tracks. Ferdinand took the opportunity to teach his son about animal tracks.

D) Ferdinand and his son went for a walk in the woods. Ferdinand taught the boy how to recognize bear tracks and many other animals'. They were both quite happy when they got home until they heard Helen. She wasn't happy at all to see their tracks on her polished floor.

E) Little Johnny was really interested in everything Ferdinand, his father, was teaching him. He enjoyed learning all about animals. When they got home, Johnny told his mother all about their trip; all three were annoyed because somebody had made tracks on the floor.



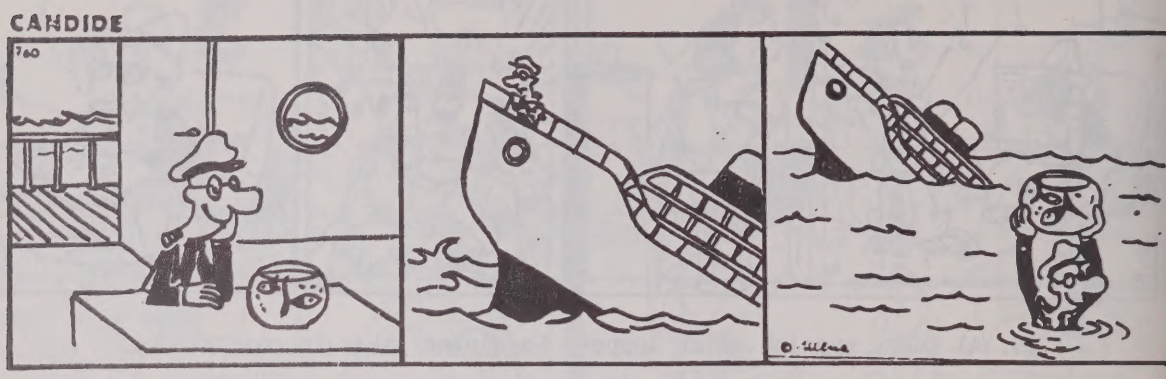
( ) 15. A) Every evening after supper, Ferdinand likes to read his newspaper. His wife sits at the piano and sings. The dog joins in. The singing is so loud that Ferdinand cannot read; so he decides to join in the chorus. C 7-8: * 9-10:e

B) After supper, it is sing-song time at Ferdinand's. His wife sits at the piano and accompanies her husband, which makes the dog howl. Ferdinand soon tires and goes back to reading his newspaper.

C) Ferdinand's wife has been taking singing lessons lately. Every evening when she practices her scales, Boxer, the family dog, joins in. Her poor husband's eyeglasses are shattered by the noise.

D) Teaching a dog how to sing is no easy task. However, Helen is very patient, and shouting at the top of one's voice is an excellent method of teaching a dog. Ferdinand looks on, smiling, at the lovely scene.

E) A family that sings together stays together. This seems to be Ferdinand's family's motto. Everyone seems to enjoy singing; even the dog joins in.



( ) 16. A) Candide admired his goldfish very much as they swam in their bowl. Therefore, when they caused the ship to sink, he carried them off in order to save them. D 7-8: * 9-10:e

B) Candide, who much admired his goldfish, decided to save his sinking ship by taking them away in their bowl.

C) Candide loved watching his goldfish as they swam in their bowl. One day, he decided to rescue them by sinking his ship in the ocean.

D) Candide liked his goldfish very much; one day, when his ship sank, his only thought was to rescue them from drowning!

E) Candide not only loved this goldfish very much, he was also very dedicated to his ship. Therefore, when the ship began to sink, he decided to rescue it by letting the goldfish swim in their bowl in the sea.

BASILE

( ) 17. A) Basile was waiting patiently for the elevator to arrive at his floor. Imagine his surprise when, as he was moving toward the elevator, the door opened and he found that it led to a staircase. A 7-8: * 9-10:e

B) Basile had been waiting patiently for the elevator to arrive at his floor. When the doors finally opened, he was so surprised that he decided to walk up the staircase which was situated close by.

C) Basile was waiting very patiently for the elevator to arrive at his floor. He was very much annoyed that it took such a long time to arrive, so he decided to walk up the staircase in protest.

D) Tired of waiting for the elevator, Basile decided to walk up the nearby staircase. Just then the elevator door opened, but he continued to go up the stairs anyway.

E) Basile had been waiting very patiently for the elevator to arrive; finally, he got fed up because it was taking too long, and decided to walk up the stairs instead of continuing to wait.

CANDIDE

( ) 18. A) At the beach one day, there was a short line at the telephone booth. As one lady left, a second woman, who had been waiting outside with Candide, went into the booth. She did not mean to make a phone call but rather to change from street clothes to beach dress. C 7-8: * 9-10:e

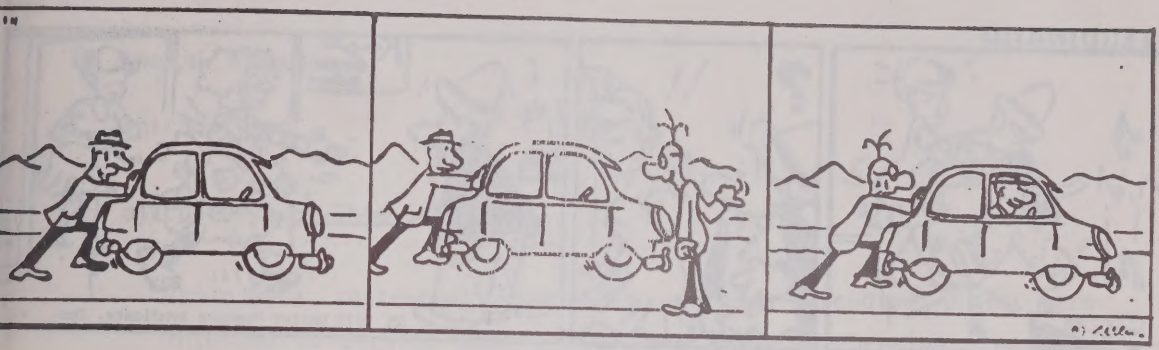
B) Although there was a short line at the telephone booth at the beach, it took a long time for Candide to get in. A lady who was next in line patiently waited outside, expecting him to change into a bathing suit, just as the lady before him had done.

C) One day at the beach, a few persons were waiting to get into the telephone booth. Candide went in, supposedly to make a phone call but, to the lady's astonishment, he didn't phone anyone; instead, he took the opportunity to change into beach clothing.

D) It was a fine day at the beach and there was a short line of people waiting to use the telephone. Candide went in and, as everyone else had done, changed into his beach clothing instead of making a telephone call.

E) Although it was a fine day at the beach, there was a short line of people waiting to use the telephone. A lady waited patiently for Candide to finish changing his clothes so she could do like everyone else.

CANDIDE



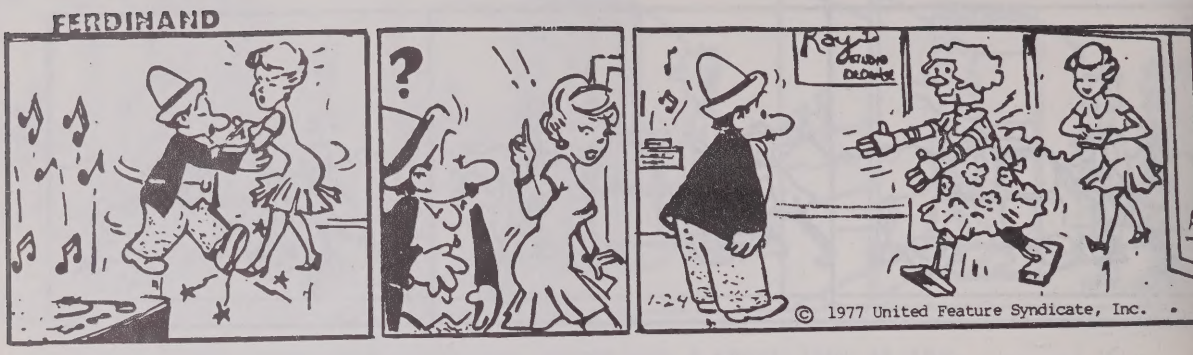
( ) 19. A) After a man's car broke down one day on the highway, he started to push it down the road by himself. He then came across Candide, who was hitchhiking and offered him a ride. He let Candide sit in the car and pushed it down the road. D 7-8: * 9-10:e

B) After his car broke down on the highway, a man was forced to push it. He came across a hitchhiker, Candide, standing by the side of the road. Feeling sorry for him, the man offered him a ride and resumed his tiring activity.

C) When his car broke down on the road, a man didn't have any other option but to push it along the highway. As he was speeding along he came across Candide, who was hitchhiking and invited him for a ride.

D) Candide was trying to hitchhike; he was standing by the side of the road when a man offered him a ride. Unfortunately, the man's car had broken down and Candide had to take the man's place, pushing both the owner and the car down the highway.

E) A man whose car had broken down on the highway was getting tired pushing it all by himself. Therefore, when he saw Candide who was trying to hitchhike and standing by the side of the road, he made him sit in the car and continued to push it.



( ) 20. A) Wanting to learn how to dance, Ferdinand went to a studio where a woman tried to teach him. However, he was such an outstanding dancer that she decided to give him the opportunity of stepping on the teacher-robot's toes. C 7-8: * 9-10:e

B) Ferdinand kept stepping on the toes of the teacher who was trying to teach him how to dance. As a result, she decided that he was advanced enough to try it with the teacher-robot.

C) Ferdinand went to a studio to learn how to dance. Since he was always stepping on the teacher's toes, she got fed up and made him dance with the teacher-robot.

D) The teacher was so impressed with Ferdinand's dancing ability that she thought he was good enough to be allowed to dance with the teacher-robot and improve his dancing even more.

E) Ferdinand had gone to a studio to learn how to dance. He got so tired of having his feet stepped on that he insisted on being allowed to dance with the teacher-robot instead of the woman.

B. Analytic Mesures

1. Introduction

a) Contents of This Section

While the instruments presented on the preceding pages were intended to provide over-all measures of comprehension, those to be found in this section will help determine whether a particular knowledge or skill has been acquired. They focus on:

- comprehension at word level: these instruments are not of the usual "vocabulary item" kind; instead, they ask the subject to show that he can decipher an unknown word through its root and affixes, or by making use of context clues, etc. A group of instruments, all of the same type, is presented for each one of four word-level skills;

- knowledge of writing modes and techniques: these instruments, which test the pupils' ability to distinguish between various types of writing and to recognize and interpret the more common figures of speech, are not grouped together; with one exception, which will be discussed on p. 137, they follow the reading selections;

- comprehension of passages: these are questions intended to help determine whether the subject has grasped the main idea of a passage, acquired important elements of information from it, detected the author's intention, etc. They are presented, whatever their type, in connection with the selection to which they refer. Here also there is an exception, however: a set of autonomous instruments relating to objective 3.4.1.3 (distinguishing between essential and non-esential elements of a passage) will be found on p. 130.

- the ability to understand and to follow written instructions correctly.

b) Information Provided about the Instruments

Each group of instruments is accompanied by the following information:

- Objective: this is the pedagogical objective, as presented in the BIMO Classification, to which the instruments correspond. In the sections dealing with the comprehension of words and of special materials, the objective, reproduced verbatim, precedes each homogeneous group of instruments. In the other two sections (modes and techniques, passages), the objective of each instrument is identified by its number in the BIMO Classification.

- Instructions to be used in administering the instruments. They will be appropriate with pupils who are quite familiar with the multiple-choice, combination-of-elements and matching varieties of objective instruments. The teacher will therefore make use of the instructions as provided only if he is positive that his students do not require more detailed explanations; otherwise, he should not hesitate to enlarge on them. In this context it is better to say too much than too little. There is no easy way to correct scores rendered unreliable by the fact that certain pupils misunderstood what they were expected to do; on the other hand, nothing is wasted if a few seconds are spent giving full explanations to pupils who did not need them. It would be helpful, here, to work out the examples with the students: "Why isn't answer A correct, Jack? Jean, would answer C be the correct one? Why not?" etc.

- Correct answers: if the instruments are photocopied for distribution to students, the answers should be concealed by a strip of paper;

- Index of relative difficulty of the instrument: in January 1983, instruments measuring reading skills were administered experimentally to pupils at one or two of the following levels: Grades 4 to 6, Grades 7 and 8, Grades 9 and 10. Item analyses produced quantitative difficulty indices which are symbolized here by one of the following: d (difficult), m (medium), e (easy). These indices are printed below the correct answer and are preceded by the mention of the level(s) where they were obtained. An asterisk means that the difficulty of the instrument is unknown, either because it has been substantially modified in the light of the results of the experimental administration, or because it was tested in the Junior grades only, yet is reproduced here on the advice of the Advisory Committee.

It is important to note that the only correct interpretation of the indices reported is in terms of relative difficulty: the items marked with the letter (e) are those which students answered correctly most frequently in the preliminary field trials, those marked with the letter (d) were correctly answered least frequently, while those marked (m) are situated between the two extremes.

These difficulty indices must be treated with caution for the following reasons:

- the same pupils did not serve as experimental subjects for all of the instruments at a given grade level. It is possible, though unlikely, that the pupils who responded to a particular group of instruments were stronger, or weaker, than those who responded to some other group;

- the reported levels of difficulty are based on the sum total of all of the responses collected in two grades: 7 and 8, or 9 and 10. Thus, some Grade 7 classes might do poorly on instruments stated to be of medium difficulty for the 7-8 level while some Grade 8 classes do very well on them.

c) Reproducing the Instruments

How will teachers reproduce the testing instruments they wish to use? The answer to this question will depend on several considerations, but here are some general suggestions:

i) if a duplicating process is used, mask the answers, indices and, if necessary, the objective numbers, with a strip of paper;

ii) if only some of the instruments on a page are needed, use one of the following approaches: (a) write or type the required instruments on a stencil; (b) duplicate the whole page, either masking the unwanted instruments or telling the students which instruments to disregard; (c) if photocopying facilities are available, cut out the required instruments from a photocopy, assemble them and photocopy the resulting page(s).

Unless a passage used to measure comprehension is very short, the comprehension questions based on a particular passage are not printed on the same page as the passage itself; on condition that students are instructed not to mark their copies of the text, it will be possible to re-use them, reproducing only the questions each time.

Note on Critical Reading

Although the development of critical reading skills is mentioned in the list of objectives to be attained, this package contains very few instruments testing these skills. Three of the many reasons for this fact are: (a) it is very difficult to write objectively scorable instruments which test these skills; (b) the subjects' performance on experimentally administered instruments proved to be disappointingly low; (c) it has not been possible to obtain, from theory or empirical research, sufficiently precise guidelines concerning the age or level of development at which the various component skills of critical reading can be expected to appear.

Readers wishing to contribute to the study of this problem and to its solution are encouraged to accept the invitation tendered at the beginning of this package.

2. The Instruments

	Pages REA
a) Word Comprehension	107
b) Writing Modes and Techniques	137
c) Comprehension of Passages	137
d) Written Instructions	235

a) Word Comprehension

Objective 3.2.1 - The student uses context clues to interpret the meaning of unfamiliar words or expressions.

Instructions

Each of the following exercises presents a short text which contains an unfamiliar word. Try to discover the meaning of that word by noting what the text says.

Look at the example. It contains an invented word, which is underlined. If you read the sentence carefully, however, you will get an idea of what the word means. Then, find the correct definition among those which are suggested, and write its letter in the brackets.

EXAMPLE

( ) In his desperate attempts to obtain money, he resorted to such unacceptable and short-sighted methods as <u>crapoiling</u>.

A) working part-time
B) working full-time
C) shoplifting
D) selling door-to-door

In this example, the correct answer is C) shoplifting. Write C in the brackets.

Now do the exercises on the next page.

Consigne

Les exercices qui suivent te demandent de découvrir le sens de mots que tu ne connais pas, en te basant sur ce que dit le paragraphe où ils se trouvent. Regarde l'exemple suivant. Il contient un mot souligné; c'est un mot inventé, qui n'existe pas réellement. Si tu observes bien ce que dit le paragraphe, tu pourras quand même en découvrir le sens. Ensuite, tu choisiras la bonne définition parmi celles qui te sont présentées, et inscriras sa lettre entre les parenthèses.

EXEMPLE

( ) In his desperate attempts to obtain money, he resorted to such unacceptable and short-sighted methods as <u>crapoiling</u>.

A) working part-time
B) working full-time
C) shoplifting
D) selling door-to-door

Faisons cet exemple ensemble. La bonne réponse est C) shoplifting; il faut donc inscrire C entre les parenthèses.

Fais maintenant les exercices qui suivent.

( ) 1. No wonder he's so fat; he suffers from frion. B
7-8: e

A) calory deficiency
B) uncontrollable appetite
C) marked obesity
D) starchy foods

( ) 2. John wouldn't hurt a fly; he's so generous and kind to everyone, he could be said to be flexual. B
7-8: e

A) a person who exercises constantly
B) a person who will do almost anything for anybody
C) a person who can bend over backward
D) a person who is kind to animals

( ) 3. He is so confused that he manages each time to gup everyone. C
7-8: e

A) entice
B) clarify
C) misinform
D) inform

( ) 4. Those TV commercials about Pepsi and Coke leave me cold. I'm totally swlop. A
7-8: m

A) uninterested
B) fanatical
C) addicted
D) challenged

( ) 5. I wish John would stop being such a yuen; he gets on my nerves. B
7-8: e

A) neurologist
B) pest
C) salesman
D) rock musician

( ) 6. At 65 years of age, I'm no longer in the work force. I've become a pinader. B
7-8: e

A) hospital patient
B) retired senior citizen
C) grandfather
D) full-time city policeman

( ) 7. I was sure Aunt Bev would leave me her fortune. To my great regret I soon learned that I had been lectomized. B
7-8: e

A) designated as her lawyer
B) cut from her will
C) chosen as a witness
D) named as her heir

( ) 8. I can't put up with his constant swearing; his language is pure tita. — D, 7-8: e

A) scientific theory
B) technical jargon
C) sheer nonsense
D) improper language

( ) 9. "Did you enjoy the concert last Monday?" "No, I slept through most of it; that group criled me." — D, 7-8: e

A) pleased
B) awakened
C) fascinated
D) bored

( ) 10. A Canadian doctor visiting South America was surprised to find many natives who had darzigo. — B, 9-10: e

A) a kind of drum
B) a sickness with very high fever
C) a hut built in the jungle
D) an African dish

( ) 11. The beautiful sounds of the zingbang reinforced the oriental character of the performance. — D, 9-10: e

A) a soft wind
B) a waterfall
C) a jungle bird
D) a musical instrument

( ) 12. Mother took the lid off the lowgapot so the macaroni could get brown on top. — C, 9-10: e

A) a plastic container
B) a butter dish
C) a casserole dish
D) a glass pitcher

( ) 13. In goldmining days, Westerners croudled a lot and often lost their shirts. — C, 9-10: *

A) to dig for gold
B) to make gold bricks
C) to gamble
D) to fight

( ) 14. During last winter's festival, this plunkatang performed many difficult classical pieces. — D, 9-10: *

A) magician
B) engineer
C) hockey player
D) pianist

( ) 15. The biologist injected erakola with the new chemical to determine its effect on cancerous cells. C 9-10: *

A) an organic compound
B) a test tube
C) an animal
D) an electron microscope

( ) 16. In that country, children constantly palander tourists for chewing gum and cigarettes. B 9-10: m

A) advertise
B) beg
C) offer to sell
D) invite

( ) 17. Because of his inexperience, the young salesman frequently roderlated; the manager of the store had to spend a lot of time checking his accounts. C 9-10: e

A) failed to attain an objective
B) recorded sales
C) made mistakes
D) stole

( ) 18. While at work, he would crogalate constantly, not aware that the sound bothered his co-workers. C 9-10: m

A) type
B) hammer
C) sing out of tune
D) answer the phone

Objective 3.2.2 - The student uses context clues to identify the appropriate interpretation of words or expressions with multiple meanings.

Instructions

In the following exercise, the same word is used, with different meanings, in several sentences. Decide which of the suggested definitions would be the most appropriate for each of the sentences, then write in the brackets the letter of the definition you choose. Let's do the following example together.

EXAMPLE

Sentences	Definitions
( ) 1. When spring comes, thousands of people start working in their backyard gardens.	A) a plot of ground where herbs or vegetables are cultivated
( ) 2. We attended a concert at the Maple Leaf Gardens last year.	B) a region where agriculture is well developed
( ) 3. Our family enjoyed the rose and tulip show at the botanical garden.	C) a public area or park where many different plants are grown
	D) none of the above definitions

The correct answer for the first sentence is A; write that letter in the brackets. Now let's find the other answers.

Consigne

Dans l'exercice suivant, le même mot est utilisé dans plusieurs phrases, mais avec des sens différents. Indique laquelle des définitions suggérées pour ce mot convient le mieux à chacune des phrases, en inscrivant entre les parenthèses la lettre placée devant la définition que tu choisis. Faisons ensemble l'exemple suivant:

EXEMPLE

Sentences	Definitions
( ) 1. When spring comes, thousands of people start working in their backyard gardens.	A) a plot of ground where herbs or vegetables are cultivated
( ) 2. We attended a concert at the Maple Leaf Gardens last year.	B) a region where agriculture is well developed
( ) 3. Our family enjoyed the rose and tulip show at the botanical garden.	C) a public area or park where many different plants are grown
	D) none of the above definitions

La bonne réponse pour la première phrase est A; inscris cette lettre entre les parenthèses. Trouvons maintenant les autres réponses.

( ) 1. I'll stake my <u>honour</u> on this matter.	A) title for a holder of high office	C	m
( ) 2. "If your <u>Honour</u> would please consider my client's good record of conduct..."	B) one whose worth brings respect or fame	A	m
( ) 3. Dr. Schweitzer was an <u>honour</u> to his profession.	C) reputation	B	m
( ) 4. This high ranking official was buried with full military <u>honours</u>.	D) a ceremonial rite, ritual	D	m
	E) an ace, king, queen, jack or ten		

( ) 5. This old oak tree is now ten feet <u>around</u>.	A) in the neighbourhood of, approximately	D	m
( ) 6. He's so sloppy, even his important documents are lying <u>around</u>.	B) from beginning to end	C	e
( ) 7. In Vancouver, it's mild the year <u>around</u>.	C) here and there	B	m
	D) in circumference		

( ) 8. The dentist <u>pulled</u> four of my teeth today.	A) felt or expressed strong sympathy	E	e
( ) 9. The tennis player <u>pulled</u> a tendon.	B) brought into the open	D	m
( ) 10. The stranger then <u>pulled</u> a knife on me.	C) committed, perpetrated	B	m
( ) 11. Though he was unable to play in the finals, he <u>pulled</u> for his team to win.	D) strained abnormally		
	E) extracted	A	m

( ) 1. Murder is a foul crime.	A) dirty, polluted	C	m
( ) 2. This foul air is due to cigarette smoking.	B) unfair	A	e
( ) 3. Because of foul weather, the picnic was postponed.	C) evil	D	m
( ) 4. The umpire cried, "Foul!"	D) none of the above definitions	D	m
( ) 5. In order to win, she used foul tactics.		B	m

( ) 6. Because I couldn't sleep, I threshed about all night.	A) to separate the grain from the plant	D	e
( ) 7. During harvest season the wheat was threshed by the farmer.	B) to go over and over again	A	e
( ) 8. The actors must thresh out their lines many times before a performance.	C) to strike repeatedly	B	e
( ) 9. The housecleaner threshed the carpet till it was clean.	D) to toss and turn	C	m
( ) 10. The student threshed his essay before turning it in.		B	e

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( ) 11. The judge decided to commit the prisoner.	A) hand over for safe-keeping	D	e
( ) 12. The policeman arrived on the scene as the burglar committed the crime.	B) make a promise, bind	C	e
( ) 13. The boy would not commit himself to taking part in the walkathon.	C) do something that is illegal	B	m
( ) 14. All her jewels were committed to the hotel's strongroom.	D) put officially in the care of an institution	A	e
( ) 15. He committed the whole poem to memory.	E) none of the above definitions	E	m

Objective 3.2.3 - The student uses prefixes, suffixes and root-words to analyze word meanings.

Instructions

The following exercises test your ability to discover the meaning of words by looking at the elements which they contain. Look at the exercise below. It presents an invented word and four definitions. By thinking about the meaning of the prefix and the root which the word contains, decide which would be the best definition.

EXAMPLE

( ) TO DEOFFEND

A) to offend again
B) to offer something
C) to flatter someone
D) to apologize for an insult

Since "to offend" means "to insult" and "de", at the beginning of a word, often means "to do the opposite of" or "to remove" (as in the verbs "to deform", "to detach"), "to deoffend" would mean "to apologize for an insult".

Now do the exercises on the next pages.

Consigne

Les exercices suivants portent sur le sens des éléments dont on se sert souvent pour composer des mots. Regarde l'exemple ci-dessous. Il présente un mot inventé, qui n'existe pas réellement, puis quatre définitions. Tu dois essayer de trouver la bonne définition, en pensant au sens du préfixe et de la racine que ce mot contient.

EXEMPLE

( ) TO DEOFFEND

A) to offend again
B) to offer something
C) to flatter someone
D) to apologize for an insult

Le mot "deoffend" a été inventé en ajoutant "de" à "offend". "To offend" veut dire "insulter", et les lettres "de", placées au début d'un mot, signifient souvent "faire le contraire de" ou "enlever" (comme dans les verbes "to deform", "to detach"). Le verbe "to deoffend" voudrait donc dire "to apologize for an insult".

Fais maintenant les exercices qui suivent.

( ) 1. UNMERRINESS — A — 7-8: m

A) quality of being sad
B) a taste for sad stories
C) ability to console and comfort sad persons
D) a state of exaggerated happiness

( ) 2. TO REPLEASE — C — 7-8: e

A) to make very happy
B) to make unhappy
C) to satisfy again
D) to satisfy oneself

( ) 3. LUNASCOPE — A — 7-8: e

A) an instrument for observing the moon's surface
B) a machine for travelling on the moon's surface
C) an instrument for sending messages to the moon's surface
D) a machine for sending pictures from the moon's surface

( ) 4. MISCOMPREHEND — B — 7-8: e

A) to understand very well
B) to understand incorrectly
C) to explain to another
D) to come close to understanding

( ) 5. ANTIWARIST — C — 7-8: m

A) one who supports war
B) one who likes to fight
C) one who loves peace
D) one who is against peace

( ) 6. PLANETWARD — A — 7-8: e

A) in the direction of a planet
B) that looks like a planet
C) that comes from a planet
D) that has the same size as a planet

( ) 7. ANNOYEE — A — 7-8: d

A) one who is being bothered
B) one who is bothering another
C) a thing that annoys another person
D) a thing that annoys nobody

( ) 8. TERRAMETRY

B
7-8: m

A) a machine for land measurement
B) the science of earth measurement
C) a system of land transportation
D) a system for landing airplanes

( ) 9. MULTIDICTABLE

B
7-8: d

A) who likes to talk a lot
B) that can be said in many ways
C) who can take dictation very fast
D) that has been dictated more than once

( ) 10. EXBIBLIOMANIAC

C
7-8: m

A) one who has an extreme dislike of books
B) one who used to work outside libraries
C) one who used to have an extreme love of books
D) one who demolishes libraries

( ) 11. PREDECIDE

A
7-8: m

A) a fear of writing
B) a love of grapes
C) to make up one's mind afterwards
D) to make a very firm decision

( ) 12. AMBIDIRECTIONAL

D
7-8: d

A) in a straightforward manner
B) coming from all sides
C) in a dishonest manner
D) coming from both sides

( ) 13. TRANSCOUNTRY

B
7-8: e

A) who lives in the country
B) that goes across a country
C) that fights against a country
D) who is outside the country

( ) 14. TO DISPROMISE B
7-8: m

A) to promise very seriously
B) to refuse to promise
C) to go back on one's promise
D) to make another person promise

( ) 15. CHROMOLOGIST B
7-8: d

A) a colour camera
B) a colour specialist
C) a collision-repair worker
D) one who coats metal objects with chrome

( ) 16. GRAPHOBIA A
7-8: m

A) to make up one's mind in advance
B) to judge someone fairly
C) a liking for maps
D) the manufacture of pencils

( ) 17. TRANSCORPORAL D
7-8: m

A) that causes death
B) a grade in the Army
C) who leads a group of men
D) that goes through the body

( ) 18. MANUCENTRIC B
7-8: d

A) highly interested in helping mankind
B) in the centre of the hand
C) found mainly in factories
D) who attaches more importance to men than to women

( ) 19. UNFLEXITUDE C
7-8: m

A) fluidity B) durability
C) rigidity D) elasticity

( ) 20. MULTIVORE D
7-8: m

A) that eats large quantities of food
B) that eats the flesh of animals
C) that eats plants and grass
D) that eats many kinds of food

( ) 21. ORATORSHIP

B
9-10: d

A) the ability to talk
B) the ability to make good speeches
C) a vessel for interplanetary travel
D) a communications satellite

( ) 22. PERIURBAN

C
9-10: m

A) that goes through a mountain
B) that goes over a city
C) that surrounds a city
D) that goes under a body of water

( ) 23. MULTIANNUAL

C
9-10: m

A) that occurs every year
B) that lasts for one year
C) that lasts many years
D) that occurs every two years

( ) 24. OLDSTERHOOD

A
9-10: m

A) state of being aged
B) condition of renewed youth
C) state of adult growth
D) an elderly criminal

( ) 25. COLOUROUS

D
9-10: e

A) that needs painting
B) without colour
C) that can be painted
D) full of colour

( ) 26. GLASSEN

C
9-10: m

A) manufacturer of glass objects
B) made of glass
C) (to) drink from a glass
D) that reflects light

( ) 27. UNRAISEABLE

B
9-10: e

A) which lifts easily
B) which cannot be lifted
C) which refuses to increase
D) which wishes to increase

( ) 28. EMOVE C
9-10: d

A) to go in
B) to go for
C) to go out
D) to go through

( ) 29. UNQUARRELOUS C
9-10: e

A) in a fighting mood
B) full of disagreement
C) of a peaceful nature
D) who loves to fight

( ) 30. MULTILOQUY C
9-10: m

A) a person who spends too much
B) a person who works too little
C) a conversation involving many people
D) a political speech

( ) 31. IRREPORTABLE D
9-10: m

A) that can be told to anyone
B) that cannot be seen twice
C) that can be heard again
D) that cannot be moved again

( ) 32. BIBLIOPYRONICS C
9-10: d

A) the manufacture of iron objects
B) the administration of libraries
C) the burning of books
D) a translation of the Bible

( ) 33. DISEMPOORMENT D
9-10: m

A) becoming poor
B) being poor
C) gettting poorer
D) becoming less poor

( ) 34. PYRODERMIST A
9-10: m

A) a doctor specializing in skin burns
B) a specialist in fire-fighting equipment
C) a specialist in stuffed animals
D) an historian who specializes in the Middle Ages

( ) 35. EXCOPAINTER

A
9-10: e

one who...
A) used to paint with another person
B) used to work outdoors with another person
C) used to be a good friend
D) paints with another person

( ) 36. BIPEDIC

D
9-10: *

A) relating to twins
B) having two pedals
C) a family with two children
D) two-footed

( ) 37. PROSCHOOLIST

B
9-10: d

A) a person working in the education system
B) a person in favour of the education system
C) a person specializing in early education
D) a person planning a career in education

( ) 38. BIBLIOPHOBIA

C
9-10: m

A) a book about mental illness
B) the hate of hospitals
C) the fear of books
D) an extreme dislike of travel

( ) 39. EXTRATERRESTRIANISM

B
9-10: m

A) concern with over-population
B) belief in life on other planets
C) study of life on Earth
D) the sale of surplus land

( ) 40. POLYBIBLIOGRAPHIST

D
9-10: m

one who...
A) draws maps for Atlases
B) borrows many books at a time
C) has designed many library buildings
D) has written many books

Objective 3.2.4 - The student knows and makes use of the definition of "synonym", "antonym", "homonym", "words of the same family".

Instructions for Part I

In the brackets provided on the left, write the letter of the definition which corresponds to each term.

Consigne pour la 1re partie

Inscris, entre les parenthèses à gauche, la lettre de la définition qui correspond à chaque terme.

( ) 1. synonyms	A) words which have the same pronunciation but different meanings	C	7-8: m 9-10:m
( ) 2. antonyms	B) words which have the same spelling but different meanings	E	7-8: e 9-10:m
( ) 3. homonyms	C) words which have the same or almost the same meaning	A	7-8: m 9-10:m
( ) 4. words of the same family	D) words which have the same origin and related meanings	D	7-8: e 9-10:m
	E) words which have opposite meanings		

Objective 3.2.4 - The student knows and makes use of the definition of "synonym", "antonym", "homonym", "words of the same family".

Instruction for Part II

In the brackets found to the left of each word pair presented below, write the letter placed before the correct descriptor:

A) antonyms B) synonyms
C) homonyms D) words of the same family

Consigne pour la 2e partie

Inscris, entre les parenthèses placées à gauche de chaque paire de mots présentée ci-dessous, la lettre placée devant le terme qui convient.

( ) 7.	bear	-	bare	C	7-8: e	9-10: m
( ) 8.	industry	-	industrious	D	7-8: e	9-10: m
( ) 9.	plentiful	-	abundant	B	7-8: m	9-10: m
( ) 10.	(a) bear	-	(to) bear	C	7-8: m	9-10: d
( ) 11.	quick	-	fast	B	7-8: m	9-10: m
( ) 12.	groan	-	grown	C	7-8: m	9-10: m
( ) 13.	attentive	-	inattention	D	7-8: d	9-10: d
( ) 14.	troop	-	paratrooper	D	7-8: m	9-10: m
( ) 15.	rain	-	rein	C	7-8: m	9-10: m
( ) 16.	absent	-	present	A	7-8: e	9-10: m
( ) 17.	ocean	-	sea	B	7-8: m	9-10: m
( ) 18.	flat (tire)	-	(to rent a) flat	C	7-8: m	9-10: m
( ) 19.	higher	-	lower	A	7-8: e	9-10: m
( ) 20.	shout	-	yell	B	7-8: m	9-10: m
( ) 21.	hard	-	easy	A	7-8: e	9-10: m

Objective 3.3.1.1 - The student distinguishes prose from poetic style.

Instructions

The following exercises test your ability to distinguish between poetic and prose styles. Each exercise presents four sentences; in the first seven exercises, you are to decide which of the four sentences is most poetic in style; in the last six exercises, which one is least poetic. (You will find a line, after exercise no. 7, reminding you of the change.) In the brackets, write the letter which represents your answer.

Consigne

Pour faire correctement les exercices qui suivent, il faut être capable de distinguer le style poétique du style de la prose. Tous les exercices présentent quatre phrases; dans les sept premiers, tu devras dire laquelle de ces phrases est écrite dans un style plus poétique que les autres; dans les six derniers exercices, tu devras dire laquelle adopte un style moins poétique. (Après le 7^{e} exercice, on a tracé une ligne qui te rappelle ce changement.) Inscris entre les parenthèses la lettre placée devant la réponse que tu choisis.

( ) 1. A) Word has gone abroad of impending great changes. B
B) The inside of the furnace was a vermilion caldron, a glimpse of hell-fire. 7-8: m 9-10:m
C) The skies cleared at last and we were anxious to start hunting.
D) Though the sun was still up, they were exhausted and decided to go to bed.

( ) 2. A) He sat down in his lounge chair and burst into incontrollable tears. C
B) The only sound was the hiss of the gas jet as the balloon drifted on the wind. 7-8: d 9-10:d
C) The dogwood bud, pale green, is inlaid with russet markings.
D) A white layer of cloud sealed us off from the earth below.

( ) 3. A) Spring pauses, overcome by shyness, like my grandchild at the door, peeping in and ducking out of sight. A
B) Their toast was poignant in its simplicity: To Freedom! 7-8: m 9-10:m
C) I lifted it, felt its lightness and thought I had never before beheld such a marvelous machine.
D) In the log cabin, we warmed our hands by the fire.

( ) 4. A) Nothing in these woods was as I'd imagined it. C
B) We would live as mountain men had, more than a century before. 7-8: e 9-10:e
C) A warm wind, soft as a girl's hair, moves sailboat clouds in gentle skies.
D) On the long drive home, we rode slowly and in silence, just watching the endless flow of highway traffic rush past.

( ) 5. A) During the long nights of brittle starlight and sharp-fanged wind, the snow will come and go, but the ice will persist. A 7-8: m 9-10:m
B) The noise of the horns and sirens all but drowned out the starting guns, yet the swift runners all leapt into action precisely at the same time.
C) The wind whirled around us; we felt lonely and scared: would we ever find our way again?
D) By first light we ferried across the misty St. Lawrence toward the enormous rock on which Québec City's upper town perches.

( ) 6. A) They made their way through ankle-deep snow to a long, low red-brick building. C 7-8: e 9-10:e
B) Overhead was a tin roof, protection for the men from rain and snow, but not from the savage cold.
C) The icy winds battered the hills and surged through the valleys like waves hammering a rocky coast.
D) It was so hot, I felt I was going to melt into the pavement.

( ) 7. A) The insects hummed and whined in our ears as we all stood in the yard. B 7-8: m 9-10:m
B) The earth warms __ you can smell it, feel it, crumble April in your hands.
C) The first grey light of early morning appeared in the sky as he sleepily opened his eyes.
D) A fresh gust brought a wave of smoke that slowed the horse for a moment.

( ) 8. A) He watched with wonder as storm clouds formed over the mountains. A 7-8: m 9-10:m
B) The wrinkled sea beneath him crawled.
C) Can you hear the sighing wind that sweeps maple branches clean?
D) There's a message in the air of an import glad and strange.

( ) 9. A) Morning is the time for ships and strangers! D 7-8: m 9-10:m
B) The owl is still, then gives, softly, a cry.
C) Dull grey sky, heavy snow, seven trees in a pale, dead line.
D) The wolf struggled against the trap gripping his hind leg.

( ) 10. A) Then off they drifted like wreaths of cloud, till the wood was wrapped in a fleecy shroud. C 7-8: d 9-10:d
B) Tell me quiet things when it is shadowy; it is at morning break you must tell me tales like those about Odysseus.
C) Forests give men a place in which to play, to enjoy the beauty of nature, to rest from workaday endeavours.
D) For my people's faith and courage are the lights of London town which still would shine in legends though my last bridge were destroyed.

( ) 11. A) I wandered lonely as a cloud that floats on high over vales and hills, when all at once I saw a crowd, a host of golden daffodils. D 7-8: m 9-10:m
B) His gaze is unconcerned as he sits in the shade, and counts the flashing motor-cars that pass, one by one.
C) Lie in the dark and let them go; lie in the dark and listen.
D) Whenever I walk to Sufferin along the Erie track I go by a poor old farmhouse with broken, black shingles.

( ) 12. A) Behind the wild white flash that splits abroad the pealing thunder-crash, over bleared fields and gardens disarrayed, column on column comes the drenching rain. B 7-8: d 9-10:d
B) Dawn came slowly over the lake where, in the summer, local musicians played from the trim, white bandshell.
C) Perhaps sometimes he tires of being great in solitude without a hand to hold?
D) A moment the wild swallows, like a flight of withered gust-caught leaves, serenely high, toss in the windrack up the muttering sky.

( ) 13. A) The rumbling of thunder coupled with the driving rain caused even the hardiest of travellers to seek shelter for the night. A 7-8: m 9-10:m
B) They're going over in waves and waves high above villages, hills and fields, country churches and little graves and little citizens' worried dreams.
C) The wagons quickened on the streets, the thunder hurried slow; the lightning showed a yellow beak, and then a livid claw.
D) Have you ever been up in the sky, sailing like a cloud over a far-away world where little trees cluster and little roads wind, where rivers shine and wander like tiny silver tracings?

Objective 3.4.1.3 - The student distinguishes between essential and non-essential elements.

Instructions

In each of the following exercises, you will read a paragraph and decide if a sentence is not necessary for the story.

Look at the example below. It contains sentences lettered A, B, C and D. You must say which one is not necessary. (Note that in some passages, as in the example, there are underlined sentences. These underlined sentences are necessary to the story and cannot be left out.)

EXAMPLE

( ) Lucy is the only child of the Smith's family. A) Tomorrow is her tenth birthday, and she is quite excited. B) Her father has promised to give her a new bicycle when she turns ten. Her old bicycle is much too small for her. C) She is wearing a blue dress. D) Will he remember his promise? Lucy surely hopes so!

In this paragraph, sentence C is not necessary; you should write a C in the brackets.

If you think that all the lettered sentences are necessary for the story and that none of them can be left out, write an E (meaning "none of these") in the brackets.

Consigne

Dans les exercices qui suivent, tu devras lire de courts textes et, pour chacun, choisir la phrase qu'on pourrait enlever sans changer le sens du texte.

Regarde l'exemple ci-dessous; il présente un texte où 4 phrases sont précédées des lettres A, B, C et D. Tu dois décider laquelle n'est pas nécessaire à la compréhension du texte. (Dans certains des textes que tu vas lire, il y a, comme dans l'exemple ci-dessous, des phrases soulignées. Ces phrases ne sont pas précédées d'une lettre car elles sont essentielles et ne peuvent pas être enlevées.)

EXEMPLE

( ) Lucy is the only child of the Smith's family. A) Tomorrow is her tenth birthday, and she is quite excited. B) Her father has promised to give her a new bicycle when she turns ten. Her old bicycle is much too small for her. C) She is wearing a blue dress. D) Will he remember his promise? Lucy surely hopes so!

Dans ce texte, c'est la phrase C qu'on peut enlever. Tu écriras donc la lettre C entre les parenthèses.

Si tu crois qu'aucune des 4 phrases précédées d'une lettre ne peut être enlevée, inscris la lettre E, qui veut dire "aucune de ces phrases".

Fais maintenant les exercices de la page suivante.

( ) 1. Mike and Jim were having a bicycle race along an old stretch of road outside of town. A) Jim's bike hit a bump and the boy flew over the handlebars, flipped and landed hard in a ditch. B) A blue car whizzed by the two boys at full speed. C) Mike ran to see if his friend was hurt. "Are you all right?", he asked. D) "I think so, but I won't be riding my bike for a while," Jim replied, rubbing the part of him which goes on the bicycle seat. B 7-8: e

( ) 2. Johnny and Rita were visiting a museum where a number of stuffed animals were shown in settings resembling their natural habitats. A) Rita liked to go to the museum, especially on Sundays. John and Rita entered an area devoted to creatures of the deep. B) Fish of all kinds were displayed in imitation aquariums and on the walls. C) At the sight of an enormous fish mounted on the wall, Rita gasped with amazement. D) "The man who caught that fish is a liar," said Johnny. A 7-8: d

( ) 3. Susan had to take a city bus to do her shopping because her car was being repaired. A) She decided to use up as much small change as possible on the fare. B) As she boarded the bus she dumped quite a stack of nickels and cents into the slot. C) The bus driver was wearing a blue uniform with a funny-looking hat. D) He looked at the pile of coins, then up at Susan and said, "Gee, lady, how long have you been saving up for this trip?" C 7-8: e

( ) 4. Jonathan had taken up painting. A) One evening, a doctor friend of his, who was something of an art connoisseur, dropped in for a visit; Jonathan was anxious to show him his latest masterpiece. B) "It's in the studio," said Jonathan. C) The painting was that of a man in death agony, and Jonathan asked the doctor, "Well, what is your opinion?" "Malaria," said the doctor. D) They then looked at some other paintings, which the doctor found less interesting. D 7-8: m

( ) 5. The bus was jammed with people. A man stood beside a woman who had trouble keeping her balance. A) Before them sat a young boy of fourteen or fifteen. B) "I'll give you a quarter for that seat," the man said. The boy accepted the coin, and the man invited the woman to take the seat. C) When she protested, he replied, "I don't want the seat for myself, I just want to give this boy a lesson in manners." D) The boy got up, the woman sat down and said: "Edward, thank this gentleman for his quarter," to which the boy replied: "I already did, Mom." E 7-8: m

( ) 6. "All entrants for the final of the two-hundred-yard dash, present yourselves at the starting line," said the voice over the loudspeaker. Five boys lined up, got into position and waited. A) Some of the spectators wondered why it always took so long to get the races started. The starter's gun went off and the boys raced forward. B) At about mid-distance, the lead runner stumbled and the next boy crashed into him. C) Suddenly all the runners started bumping into one another until all stumbled and fell. D) But their spirits were undaunted. Each one crossed the finish line either limping or on all fours. A 7-8: m

( ) 7. A) The bank was located on the busiest street corner in town. B) A man wearing a clown's mask, a long gray overcoat and a cowboy hat rushed into the bank and thrust a paper bag at one of the tellers. "Fill this up with money," he growled menacingly. C) The teller, remaining calm, replied: "Why should I? You're not armed." The would-be robber searched frantically through his pockets, then stamped his foot in utter frustration. D) "Don't go away," he cried, "I'll be right back." A 7-8: m

( ) 8. A) David and Philip were caught fighting in the school yard and were sent to the principal's office. B) They stood before his desk, bruised and bleeding, their shirts torn and their heads bowed. C) The principal paced back and forth like a caged bear. D) "You're two intelligent young men," he said. "Surely you could have solved your differences between yourselves without being sent to me?" David looked up. "Sir, that's what we were doing when the teacher sent us here." C 7-8: m

( ) 9. The school principal had announced that he would visit all the classes to see how the pupils were doing. A) Miss Jones wanted her class to create a good impression. B) The day before the visit, she selected thirty questions she was sure would be asked, and made each student memorize the answer to one of them. The principal arrived and after a short speech said, "Now, who can tell me what province we live in?" C) There was no answer. "Come now," he said, "surely somebody can tell me what province we live in." Little Bessy stood up and said, "Sir, the boy who lives in Ontario is home sick." D) The principal then asked some questions about Arithmetic and History. D 7-8: m

( ) 10. One morning, eight-year-old Johnny was watching television. A) The telephone rang and Johnny answered it. B) He did not mind being disturbed when he was watching TV. "Could I speak to one of your parents?" the caller said after hearing Johnny's childish voice. "My mother is busy in the basement and can't come to the phone right now," Johnny answered, "and my dad isn't home." "Is there any one else there?" asked the voice. C) "Just my sister," Johnny said. D) "Could I speak to her?" "No, Johnny answered; I don't think I can lift her out of the play pen." B 7-8: d

( ) 11. A) Certain sports are quite difficult to master. Arthur had made the school wrestling team. B) He waited, proud and nervous in his green and gold outfit, while his bout with Donald Brown was announced to the crowd. C) They went at it. D) Before he knew what had happened, Arthur was on his back, pinned by his opponent. The match over, his coach said, "Don't take it too hard; after all, you set a new record: no one was ever pinned in 5 seconds before." A 9-10:d

( ) 12. John had just picked up his tray in the school cafeteria and was looking around for a place to sit when his paper napkin fluttered to the floor. A) He bent down to pick it up. B) Ruth, who was just behind, stumbled over him and dropped her tray with a loud clatter. C) All her spaghetti was strewn across the floor. "I'm sorry," John said sheepishly. D) "I hope you don't like spaghetti!" E 9-10:d

( ) 13. Louise had decided to take up jogging to get into shape. A) As she started her first run, the neighbour's German shepherd took off after her and chased her at full speed for three blocks. B) Louise was exhausted. She had just about decided to try some other form of exercise when the school track coach, who had watched her amazing quick sprint, offered her a spot on the track-and-field team. C) "We'll even supply a dog to chase you, if necessary," he said. D) Louise replied that maintaining a dog would probably be too expensive for her. D 9-10:e

( ) 14. A) In school, Mike obtained good marks in most of his subjects. "Write a five-hundred-word composition on a topic of your choice," the teacher had said. B) And now Mike was sitting in his room scratching his head, for he just couldn't think of a topic to write about. C) To make things worse, Karl, his little brother, kept coming in to ask silly questions or wanting to know when Mike could come and play with him. D) Finally, Mike thought of a topic. With a smile on his face he wrote the title: "My Little Brother". A 9-10:d

( ) 15. We had always known that Mortimer was scatter-brained, but last Thursday he proved it beyond the shadow of a doubt. A) He came into the meeting with his usual pile of papers, and a cup of coffee. B) He first set the coffee down on his chair and then arranged his papers on the table. C) He commented briefly about the lousy weather he'd been having. D) Then he sat down. C 9-10:m

( ) 16. Eight-year-old Johnny had decided to skip school that day. A) He had spent the previous day playing with his new football. B) While his mother was taking care of the baby, he called the school and asked to speak to the teacher. C) "Johnny can't come to school today," he said, "because he's sick." "Who is speaking?" asked the teacher suspiciously. D) "My mother," Johnny replied. A 9-10:e

( ) 17. A) Peter sat in the bus terminal waiting for the bus to take him to Ottawa for the championship football game. B) It was the biggest game of the year and he had a seat at centre field. C) He fell asleep and dreamed he was at the game with his friends. His team won and he was happy. D) After the game they all went for a pizza. Suddenly he woke up; he had missed the bus! D 9-10:d

( ) 18. Mary was told by her boss to come right back to the office after supper. A) "What a way to spend the evening on my birthday!" she thought. B) She wished she didn't have to go back to work. C) She arrived at the office, opened the door and turned on the lights. D) "Surprise!" cried all the office staff. B 9-10:m

( ) 19. Susan went to see a scary play about vampires. A) Afterwards, on the bus home, she realized she'd forgotten her purse in her theatre seat. She hurried back. B) The doors of the theatre were still open but no one was around. Inside it was dark but she found her seat and her purse. C) Suddenly a hand touched her on the shoulder. She turned and there was the vampire! D) "Well, Susan, what did you think of my acting?" asked her friend Paul. E 9-10:m

( ) 20. A) Diane was asked to babysit by a lady, who mentioned that she had two sons. B) When she got there, the lady gave her many detailed instructions on how to handle the new puppy the family had just acquired. C) She was particularly insistent on the fact that the puppy had to have fresh milk every two hours. "And what about the boys?" Diane asked. "At what time should I put them to bed?" D) "Oh, don't worry about that," said the mother, "they're both working night shift this week." E 9-10:m

b) Writing Modes and Techniques

The BIMO Classification of Objectives presents four objectives related to this area; they are numbered 3.3.1.1, 3.3.1.2, 3.3.2.1 and 3.3.2.2. The questions that relate to the last three are based on the passages which are also used for measuring comprehension, and which are introduced below.
On the other hand, a set of autonomous instruments relating to objective 3.3.1.1 will be found on page 126.

c) Comprehension of Passages

The selections on the following pages exhibit considerable variety in terms of their nature, length and level of difficulty. They are followed by questions relating to most of the specific objectives of the 3.4 class.

i) Order of Presentation

The selections are presented in the following order:

- the first selection was tested in the Junior grades only; it proved to be difficult at that level and the Advisory Committee recommended that it be presented here also; it is identified by the code A-B;

- passages tested in Grades 7 and 8, and identified by the letter B, are presented next;

- a small number of selections were tested in all Intermediate grades; they are identified by the code B-C and are characterized by the presence of two difficulty indices;

- passages in the last set are intended to be used in Grades 9 and 10, and are identified by the letter C; for the first of these, difficulty indices for Grades 7 and 8 only are reported: it was tested at that level and proved to be very difficult.

Within each of the groupings that have just been described, the selections are presented in an approximate ascending order of difficulty, determined by computing average difficulty indices for all questions based on a given text.

ii) List of Selections

Level	Number	Theme/Topic	Type	Pages (REA)
A-B	01	Mr. Law	FI (= Fiction)	140
B	02	Shop Lifting	SS (= Soc. Science)	142
B	03	Microscope	SC (= Science)	144
B	04	Elephant	PE (= Personnal Experience)	145
B	05	Snakes	SC	146
B	06	Fiddleheads	SC	147
B	07	Tin Lizzie	HI (= History)	149
B	08	Yugoslavia	SS	150
B	09	Nature's Actors	SC	151
B	10	She-Bears and Cubs	SC	153
B	11	Mongoose	PE	155
B	12	Car Ride	PE	158
B	13	Navajo	SS	159
B	14	Ebenezer	PE	160
B	15	Cross-Country Skiing	MI (= Miscellaneous)	161
B	16	Escape from Jail	PE	162
B	17	Short Courtship	PE	164
B	18	Iceland	SS	166

Level	Number	Theme/Topic	Type	Pages (REA)
B	19	Caledonian Market	SS	168
B	20	San Francisco Quake	HI	170
B-C	21	Russian Jokes	MI	172
B-C	22	Ghost Bomber	HI	174
C	23	Secret for Two	FI	177
C	24	Christmas Trees	PE	183
C	25	Cheeping Chicks	PE	185
C	26	Old Man's Bottles	PE	186
C	27	Adolescents	SS	188
C	28	Indian Legend	FI	190
C	29	Beau Catcher	FI	194
C	30	Garage Door	PE	201
C	31	Wood Stove	PE	202
C	32	Montreal's Subway	PE	204
C	33	Drug Smuggling	SS	205
C	34	Prison Camp	PE	207
C	35	Living Underwater	SC	211
C	36	Inuit	HI	212
C	37	Polar Bear	SC	215
C	38	Silver	PO (= Poem)	217
C	39	St. Catherine's	SS	219
C	40	Termites	SC	221
C	41	Mountain Sheep	SC	224
C	42	Black Bears	SC	228
C	43	Woodyard in the Rain	PO	229
C	44	Animal Experimentation	MI	231
C	45	Pop Machine	PE	234

Read the following passage, then answer the questions. (A-B 01 FI)

The meeting which Mr. Law had to attend that evening in Sudbury was a very important one. He absolutely had to be there. So, when his secretary walked into his office and mentioned that the weather in Toronto was getting worse and worse, he thought it would be a good idea to arrive at the Toronto Airport much sooner than he normally would. After he had waited two hours in the airport, he was informed that, because of the weather, the flight to Sudbury was cancelled. Mr. Law immediately ran out of the airport, jumped in a taxi and asked the driver to take him as rapidly as possible to the railway station... without breaking any laws, of course. The cab driver did a great job, despite the horrible weather and the long files of hardly-moving cars which clogged the expressways. This made it possible for Mr. Law to learn, a whole half-hour earlier than he would have, had he not had such a good driver, that there was no train to Sudbury until the next morning.

By this time, Mr. Law was getting smarter, however. He did not immediately ask another cab to take him to the bus depot. He very cleverly called first, and learned the excellent news that there was a bus leaving for Sudbury in thirty minutes! So then he did jump into another cab, which took him to the bus depot just in time to get on that bus. It rolled into Sudbury right on schedule, at 10:30 PM, and Mr. Law rushed into the depot.

On the other side of town, in the School Board's office, the meeting which Mr. Law wanted to attend had ended exactly five minutes earlier.

( ) 1. Of the four things which Mr. Law did and which are listed below, three were foolish. Which is the one that was <u>not</u> foolish?

3.4.2.2
A
4-6: m
7-8: *

A) deciding to go to a meeting in Sudbury
B) arriving at the airport early
C) going to the railway station without calling first
D) taking a bus without inquiring about the duration of the trip

( ) 2. From the beginning to the end of this story, Mr. Law was in many places. What are the <u>first</u> and the <u>last</u> places mentioned?

3.4.1.2
C
4-6: d
7-8: *

A) his home in Toronto - the Sudbury bus depot
B) his office in Toronto - the Sudbury School Board
C) his office in Toronto - the Sudbury bus depot
D) the Toronto Airport - the Sudbury School Board

( ) 3. Knowing Mr. Law, what do you think he did after rushing into the depot?

3.4.2.2
B
4-6: d
7-8: *

A) He called the School Board.
B) He asked a taxi to drive him to the School Board.
C) He asked a taxi to drive him to a hotel.
D) He took a bus back to Toronto.

( ) 4. The author of this text wanted...

3.4.2.4
C
4-6: d
7-8: *

A) to inform the reader.
B) to create emotions in the reader.
C) to amuse the reader.
D) to convince the reader.

( ) 5. What kind of text is this?

3.3.1.2
B
4-6: d
7-8: *

A) a description
B) a narration
C) a report
D) a discussion of ideas

Read the following passage, then answer the questions. (B 02 SS)

Every year more and more teen-agers are found guilty of shoplifting. Of the 7000 shoplifters caught in a department store last year, over 3400 were teen-agers, most of them girls. Some of these teen-age shoplifters are also involved in robberies of a more serious kind. It is estimated that in self-service food stores one out of every fifty customers walks out with something he has not paid for. The most popular items stolen by teen-agers are candy and cosmetics like hair spray and hair rollers. Most of these items are small and can be placed in a coat pocket or purse.

When young shoplifters are caught, police face a serious problem. Often they try to get parents to discipline their teen-agers rather than have them sent to a correctional institution. But parents sometimes don't care about the stealing or they don't want to take the responsibility for discipline. Until young people stop wanting "something for nothing", teen-age shoplifting will remain a serious problem.

( ) 1. This text is probably taken from... 3.3.1.2 B 7-8: e

A) a personal letter.
B) a report.
C) a short story.
D) a play.

( ) 2. The main idea of this text is that... 3.4.1.1 A 7-8: e

A) shoplifting by teen-agers is a growing and difficult problem.
B) department stores are losing more products each year.
C) self-service food stores are suffering heavy losses.
D) discipline has disappeared from many homes.

( ) 3. The articles most often stolen by teen-age girls are... 3.4.1.4 C 7-8: e

A) clothes and candy.
B) shoes and cosmetics.
C) cosmetics and candy.
D) candy and books.

( ) 4. Which of the following ideas is <u>not</u> found in the text? 3.4.1.4 C 7-8: m

A) Teen-age shoplifters sometimes become involved in more serious crimes.
B) The number of teen-agers guilty of shoplifting is increasing.
C) Parents care about the stealing but don't want to take responsibility.
D) Most stolen items can fit in a pocket or handbag.

( ) 5. Which of the following best expresses the writer's attitude toward teen-agers and their shoplifting? 3.4.2.2 D 7-8: e

A) Teen-agers are basically bad and shoplifting comes naturally to them.
B) Most teen-agers shoplift because they lack money, so we should feel sorry for them.
C) Shoplifting is just another example of teen-age "fads" such as long hair and skate-boards.
D) Shoplifting is a problem because too many parents don't take it seriously.

( ) 6. In this text, the author's intention is... 3.4.2.4 A 7-8: e

A) to inform the reader.
B) to incite the reader.
C) to amuse the reader.
D) to express opinions.

Read the following passage, then answer the questions. (B 03 SC)

Until about fifteen years ago, the most powerful microscope in existence magnified objects 2500 times only. Then an entirely new kind of microscope was invented. It can be used to make things look 200 000 times larger. This new instrument is called the electron microscope. An ordinary microscope uses rays of light, while the electron microscope uses an invisible beam of electrons, which are particles of electricity. With the new microscope, biologists have at last seen the very tiny germs that cause influenza. Other important discoveries have also been made with it.

( ) 1. In order to magnify objects, an electron microscope uses... 3.4.1.4 C 7-8: e

A) invisible rays of light. B) particles of electrons.
C) a beam of electrons. D) rays of electricity.

( ) 2. This text deals mainly with... 3.4.1.1 D 7-8: e

A) microscopes of the past. B) scientific instruments.
C) advances in medicine. D) the electron microscope.

( ) 3. The text mentions one area in which the electron microscope has been useful; which area is it? 3.4.1.4 C 7-8: m

A) electronics B) electricity
C) medicine D) science

( ) 4. Fifteen years ago, we couldn't see the influenza germs because... 3.4.2.2 C 7-8: e

A) electron microscopes were too expensive.
B) scientists didn't know what the germs looked like.
C) existing microscopes weren't powerful enough.
D) scientists didn't know how to use the electron microscope.

( ) 5. In this text the writer's intention is to... 3.4.2.4 B 7-8: e

A) confuse the reader. B) inform the reader.
C) surprise the reader. D) amaze the reader.

( ) 6. What kind of text is this? 3.3.1.2 C 7-8: d

A) narrative B) descriptive
C) expository D) argumentative

Read the following passage, then answer the questions. (B 04 PE)

But I did not want to shoot the elephant. I watched him beating his bunch of grass against his knees, with that preoccupied grandmotherly air that elephants have. It seemed to me that it would be murder to shoot him. At that age I was not squeamish about killing animals, but I had never shot an elephant and never wanted to. (Somehow it always seems worse to kill a large animal.) Besides, there was the beast's owner to be considered. Alive, the elephant was worth at least a hundred pounds; dead, he would only be worth the value of his tusks, five pounds, possibly. But I had got to act quickly. I turned to some experienced-looking Burmans who had been there when we arrived, and asked them how the elephant had been behaving. They all said the same thing; he took no notice of you if you left him alone, but he might charge if you went too close to him.

The estate of the late Sonia Brownell Orwell and Martin Secker and Warburg Ltd.

( ) 1. What would be the best title for this text? 3.4.2.1 D 7-8: m

A) Shooting an Elephant
B) The Wild Elephant
C) This is Murder
D) The Elephant I Couldn't Shoot

( ) 2. Coming too close to the elephant might cause it to... 3.4.1.4 C 7-8: e

A) ignore you. B) beat grass against its knees.
C) attack you. D) run away.

( ) 3. The author did not want to shoot the elephant because... 3.4.1.4 D 7-8: m

A) he felt it was wrong to kill a large animal.
B) the animal did not seem to be dangerous if left alone.
C) he was afraid that the elephant's owner would be angry.
D) All of these answers are correct.

( ) 4. In this text, the author's intention is to... 3.4.2.4 D 7-8: e

A) inform. B) incite.
C) amuse. D) express feelings.

( ) 5. What kind of text is this? 3.3.1.2 A 7-8: d

A) narrative B) descriptive
C) expository D) argumentative

Read the following passage, then answer the questions. (B 05 SC)

Although snakes appear to be quite helpless, they are capable of doing many things quite effectively. They do not have fins, yet some kinds of snakes can swim as fast as fish. They do not have legs, but certain snakes can travel on the ground, for short distances, as fast as a man can. They have neither arms nor feet, yet some kinds of snakes can climb as well as monkeys. Finally, although they have neither hands nor paws, certain snakes can bury themselves in a flash in soft earth or sand.

( ) 1. Choose the best title for this text. 3.4.1.1 C

A) Snakes Are Helpless B) Snakes Can Swim 7-8: e
C) Snakes Are Agile D) Snakes Can Climb

( ) 2. Some snakes can cover a limited distance on the ground... 3.4.1.4 A

A) as quickly as a man. B) as fast as a fish. 7-8: e
C) as well as a monkey. D) in a flash.

( ) 3. Which of the following figures of speech is used throughout the text? 3.3.2.1 E 7-8: m

A) repetition B) metaphor
C) alliteration D) simile
E) Answers A and D are correct.

( ) 4. From this text, one can conclude that snakes... 3.4.2.2 A

A) can escape their enemies in many ways. 7-8: m
B) are more likely to attack an enemy than to run away.
C) can escape monkeys by climbing trees.
D) find food in trees, on the ground and under the ground.

( ) 5. It is the writer's intention in this text to... 3.4.2.4 A

A) inform the reader. 7-8: m
B) incite the reader.
C) amuse the reader.
D) share opinions with the reader.

Read the following passage, then answer the questions. (B 06 SC)

Have you ever eaten a fiddlehead?

In New Brunswick, the harvesting and eating of fiddleheads has long been accepted as one of the traditions of spring. What is a fiddlehead?

No, it is not part of a violin (which many call a "fiddle"); it is a plant, and its name is due to its resemblance to that part of the violin which is called the head.

Fiddleheads are the early growth of the ostrich fern, which abounds in vast areas of North America. Strangely enough, there are few places on the continent where people pick them. The reason could be that the fiddleheads lead a here today - gone tomorrow existence because of their rapid growth. By the time most people hunt for them, the fiddleheads are already tall and leafy, and don't look like food very much.

Fiddleheads are found along river banks just as soon as the ice breaks up and floats out to sea. They are at their best, just right for harvesting, while still under water. In the very early spring the fiddleheads poke through the soil unopened, after the high water period. They are picked when they are about eight centimeters high. More enterprising fiddle-headers pick them even earlier to beat their competitors.

The Maliseet Indians of New Brunswick are credited with recognizing and making good use of what they called Ma-sos-i-ul. They used the fiddlehead both as food and medicine — a sort of spring tonic.

In New Brunswick the choice dish with fiddleheads is Atlantic salmon but they are also delicious with any fish or fowl. Some people like to make an entire meal of fiddleheads covered with butter. Until a few years ago fiddleheads were available only locally during the early spring. Now "fresh freezing" makes this unique vegetable widely available all year round.

( ) 1. In which of the following would this text be likely to appear? 3.3.1.2 C 7-8: m

A) a book of short stories
B) a cookbook
C) a magazine
D) a dictionary

( ) 2. Today, fiddleheads are commonly eaten... 3.4.1.4 A 7-8: e

A) in New Brunswick.
B) in all of Canada.
C) in all of North America.
D) in Indian villages.

( ) 3. In this text the author is mainly... 3.4.1.1 D 7-8: m

A) writing about the vegetables of New Brunswick.
B) telling the reader how to harvest fiddleheads.
C) sharing personal opinions on vegetables.
D) describing an unusual vegetable.

( ) 4. The author explains that fiddleheads are ready for harvesting... 3.4.1.4 B 7-8: m

A) when they are tall and leafy.
B) in very early spring.
C) while still under ice.
D) when they are unopened, in the soil.

( ) 5. Because of "fresh-freezing"... 3.4.2.3 C 7-8: e

A) the fiddleheads can be picked earlier.
B) the vegetable has become popular all over North America.
C) the vegetable can be eaten throughout the year.
D) the fiddleheads may be used as a medicine.

( ) 6. The phrase "here today-gone tomorrow" leads the reader to conclude that... 3.4.2.2 A 7-8: m

A) the most suitable time for picking fiddleheads is short.
B) the fiddleheads last only one day.
C) the fiddleheads are all picked immediately.
D) pickers have to move fast to beat their competitors.

Read the following passage, then answer the questions. (B 07 HI)

The Tin Lizzie was light and only two hundred and fifty centimeters long. It could turn within a four-meter circle, and you could actually get in and out of it without crawling. It was high enough off the ground to clear tree stumps. It had so much power in relation to its weight that it could pull itself out of loose sand and sticky gumbo. It could go anywhere, and it went; it could do anything, and it did. You could make the engine run on a solution of kerosene and old candle ends. It was a better-built car, of better steel, than any other automobile of its time and a good many since, and nothing could go wrong with it that could not be fixed by anyone bright enough to count his fingers.

( ) 1. Which would be the best title for this text? 3.4.1.1 C 7-8: e

A) How To Fix A Tin Lizzie
B) At The Wheel of a Tin Lizzie
C) The Tin Lizzie - An Excellent Car
D) The Popularity of the Tin Lizzie

( ) 2. Which of the following claims is(are) not made about the the Tin Lizzie? 3.4.2.2 E 7-8: m

A) It was a durable car.
B) I was a mechanically simple car.
C) It was a comfortable car.
D) It was an attractive car.
E) Answers C and D are correct.

( ) 3. The author thinks that the Tin Lizzie... 3.4.2.2 B 7-8: *

A) never needed repairs.
B) was a very convenient car.
C) is not as good as most modern cars.
D) would not be acceptable to most car buyers today.

Read the following passage, then answer the questions. (B 08 SS)

Yugoslavia is experiencing a tourist boom today. The residents of the Dalmatian coast along the Adriatic sea welcome tourists eagerly. Probably more Western tourists go to see Yugoslavia's unspoiled charms than to all other Communist countries put together. Some Yugoslavs are beginning to wonder if all this commercialization, over-building or building the wrong thing in the wrong place, isn't going to destroy the very charm and beauty that visitors come to see. Thus, the government has taken action and is no longer permitting uncontrolled building. In many places, hotels and other modern accomodation facilities are built some distance away from the charming historic towns.

( ) 1. Which is the main idea of this text? 3.4.2.1 C 7-8: d

A) To accomodate tourists, Yugoslavia has done so much building that the beauty of its coastline is being destroyed.
B) Yugoslavia receives more tourists than the rest of the Communist countries.
C) Yugoslavia is taking steps to accomodate tourists and preserve its beauty.
D) Some Yugoslavs are concerned that uncontrolled building is destroying the charm of their historic towns.

( ) 2. Yugoslavia receives more visitors than... 3.4.1.4 C 7-8: m

A) the Adriatic shore.
B) Western Europe.
C) all other Communist countries.
D) the Dalmatian coast.

( ) 3. Yugoslavia's tourist boom is due to... 3.4.1.1 B 7-8: m

A) the building of modern accomodation facilities.
B) the charm and beauty of the country.
C) the strong action taken by the government.
D) the friendliness of Yugoslavs.

( ) 4. In this text, it was the author's intention is to... 3.4.2.4 A 7-8: m

A) inform the reader.
B) alarm the reader.
C) incite the reader.
D) express personal opinions and feelings.

Read the following passage, then answer the questions. (B 09 SC)

(1) Have you ever seen Mother Nature's actors perform? If you have, you know that animals can often put on a show that is better than anything on television. For them, however, play-acting is not play.

(2) Take the opossum. Because he is usually slow-moving and a poor fighter, he must use other ways to protect himself. So, when an enemy is near, he just goes limp, drops to the ground without moving a muscle and stays like this until the enemy leaves. When the enemy is gone, the opossum gets up and goes about his business.

(3) Other animals learn to act for their dinner. A pair of foxes will sometimes put on a strange show to catch a woodchuck. One fox walks in front of the woodchuck's den, while the other hides nearby. The first fox acts as if he has gone crazy. He leaps into the air and chases his tail. The curious woodchuck comes out of his den for a better look and that is exactly what the second fox has been waiting for. In a moment, the show is over and both foxes are eating dinner.

Anon., Mother Nature's Actors, in Getting the Facts, Barnell Loft

( ) 1. What is the main idea of this text? 3.4.2.1 C 7-8: m

A) Some animals are great actors.
B) Many animals could perform on televison.
C) The shows put on by animals have a purpose.
D) Some animals put on a show to escape their enemies.

( ) 2. When the opossum is confronted by an enemy, he... 3.4.1.4 C 7-8: *

A) move slowly.
B) fights poorly.
C) pretends to be dead.
D) begins to limp.

( ) 3. What is the main idea of the third paragraph? 3.4.1.1 A 7-8: m

A) Foxes sometimes put on an act in order to catch their prey.
B) Foxes usually hunt in pairs.
C) Foxes will do anything to catch a woodchuck.
D) Some foxes go crazy when they see a woodchuck.

( ) 4. What kind of text is this? 3.3.1.2 B 7-8: m

A) narrative
B) descriptive
C) expository
D) argumentative

Read the following passage, then answer the questions. (B 10 SC)

The she-bear tried to coax her twin cubs to hurry. The young ones had been scorched and they kept stopping to drag their round fat rumps over the hot ground in an effort to appease the sting of their burns. The mother grunted at them, ran ahead a short way, then turned and retraced her steps. Fear motivated her next actions. She growled threateningly, took two swift steps towards one cub, and cuffed it vigorously with a huge forepaw. The cub screamed. Then she cuffed her second cub and it too screamed. Nothing could hurry these terror-stricken bush babies, not even the fury of their mother who, until that day, had always inspired obedience in their small minds. The she-bear stopped, at a loss. Alone she could have saved herself, but death was inevitable if she stayed with her cubs. She chose to stay and, power-

less, she reacted to the fire in the only way she knew. She roared her fear and anger, and charged into it. She died quickly. Moments later the relentless flames passed over the seared bodies of her cubs.

( ) 1. Choose the best title for this text. 3.4.1.1 B

A) The Forest Fire 7-8: m
B) A Mother's Love
C) The Unwilling Cubs
D) A Frightening Ordeal

( ) 2. The twins kept stopping because... 3.4.1.4 D

A) they were afraid of the fire. 7-8: m
B) their mother beat them.
C) they were very tired.
D) they were trying to relieve their pain.

( ) 3. The mother bear cuffed the twins because... 3.4.2.2 B

A) she could not control her fear. 7-8: m
B) she wanted to save them from the fire.
C) she was angry at them.
D) she wished to teach them obedience.

( ) 4. What caused the cubs to be "terror stricken"? 3.4.2.3 E

A) The punishment they had received from their mother. 7-8: m
B) Their fear of the fire.
C) The pain they were experiencing.
D) All of these answers are correct.
E) Answers B and C are correct.

( ) 5. The expression "she reacted to the fire in the only way she knew" means that the she-bear... 3.4.1.4 B 7-8: d

A) tried to escape from the fire.
B) tried to fight the fire.
C) tried to save her cubs from the fire.
D) None of these answers is correct.

( ) 6. The last two sentences leave the reader feeling... 3.4.2.4 A

A) sad. 7-8: e
B) annoyed.
C) angry.
D) shocked.

( ) 7. What kind of text is this? 3.3.1.2 A

A) narrative. 7-8: d
B) expository.
C) descriptive.
D) argumentative.

Read the following passage, then answer the questions. (B 11 PE)

He was a mongoose, rather like a little cat in his fur and tail, but quite like a weasel in his head and his habits. His eyes and the end of his restless nose were pink; he could scratch himself anywhere he pleased, with any leg, front or back, that he chose to use; he could fluff up his tail till it looked like a bottle-brush, and his war-cry, as he scuttled through the long grass, was: "Rikk-tikk-tikki-tikki-tchk!"

One day, a high summer flood washed him out of the burrow where he lived with his father and mother, and carried him, kicking and clucking, down a roadside ditch. He found a little wisp of grass floating there, and clung to it till he lost his senses. When he revived, he was lying in the hot sun on the middle of a garden path, very bedraggled indeed, and a small boy was saying "Here's a dead mongoose. Let's have a funeral."

"No," said his mother, "let's take him in and dry him. Perhaps he isn't really dead."

They took him into the house, and a big man picked him up between his finger and thumb, and said he was not dead but half choked; so they wrapped him in cotton-wool, and warmed him, and he opened his eyes and sneezed.

"Now," said the big man (he was an Englishman who had just moved into the bungalow), "don't frighten him, and we'll see what he'll do."

( ) 1. A mongoose is a... 3.4.1.4 C 7-8: e

A) bird. B) fish.
C) mammal. D) reptile.

( ) 2. Which of the following ideas is <u>not</u> essential to the story? 3.4.1.3 B 7-8: m

A) The young boy wanted to have a funeral for the mongoose.
B) The Englishman had just moved into the bungalow.
C) The small mongoose was washed out of his home.
D) The mongoose was taken into the house and warmed.

( ) 3. This text is just the beginning of a story. What would be the most appropriate title for the whole story? 3.4.1.1 C 7-8: m

A) The Summer Flood
B) The Young Boy's Discovery
C) The Mongoose's Adventures
D) The Orphan Mongoose

( ) 4. The description of the mongoose... 3.4.2.4 A 7-8: m

A) shows that the author is interested and observant.
B) causes the reader to dislike the mongoose.
C) is very scientific and technical.
D) shows that it would make a good pet.

( ) 5. The mongoose was lying unconscious on a garden path because... 3.4.1.4 B 7-8: e

A) he had been left there by his parents.
B) the flood had carried him there.
C) he had lost his way.
D) a larger animal had carried him there.

( ) 6. The mongoose could "fluff up his tail <u>till it looked like a bottle-brush</u>." The underlined words are an example of... 3.3.2.1 D 7-8: d

A) metaphor.
B) alliteration.
C) repetition.
D) simile.

( ) 7. What kind of text is this? 3.3.1.2 A 7-8: d

A) narrative B) descriptive
C) expository D) argumentative

This text contains some difficult words. If you read carefully, however, you can get a good idea of what they mean. The following questions ask you about some of these words; choose the best definition.

( ) 8. to scuttle (line 6) 3.2.2 B 7-8: m

A) to hide
B) to move quickly
C) to walk slowly
D) to eat

( ) 9. burrow (line 7) 3.2.2 C 7-8: m

A) branch of a tree
B) nest in a bush
C) tunnel in the ground
D) hollow tree

( ) 10. bedraggled (line 11) 3.2.2 A 7-8: d

A) dirty and messy
B) thirsty and hungry
C) surprised and scared
D) weak and choking

Read the following passage, then answer the questions. (B 12 PE)

Zigzagging down the road came an old car with two boys in it. It bucked and pitched like a destroyer in a heavy sea. The blond boy, who was driving, found it tough to keep the car on a straight course. He knew that if he didn't keep enough momentum, the engine would stall and they would be stuck in the mud. The other boy was holding onto the edge of the door and peering anxiously through the window; his job was to pick out the best course and direct the driver. It was a co-operative effort; no one person could hope to keep the car on that road for more than a hundred meters.

In a few minutes the driver turned right, stopped, pulled the emergency brake and turned to grin at his companion. Both boys were exhilarated by their triumph.

( ) 1. Choose the best title for this story. 3.4.2.1 D 7-8: m

A) Winning a Cross-Country Rallye.
B) Demolition Derby.
C) That Old Car!
D) A Bumpy Ride.

( ) 2. The reader can conclude that the two boys attained their objective because they... 3.4.2.2 C 7-8: e

A) were experienced drivers.
B) were lucky.
C) worked as a team.
D) had a good car.

( ) 3. The boy who was not driving was responsible for... 3.4.1.4 A 7-8: m

A) choosing the best route.
B) holding the door.
C) pulling the emergency brake.
D) keeping up the momentum.

( ) 4. What figure of speech is found in the underlined passage of the text? 3.3.2.1 A 7-8: d

A) simile B) metaphor
C) alliteration D) repetition

( ) 5. That underlined passage creates the impression of... 3.3.2.2 C 7-8: d

A) a hilly road.
B) a zigzagging road.
C) a bumpy road.
D) a muddy road.

Read the following passage, then answer the questions. (B 13 SS)

A silversmith does the Navajo a favour when he sells him a piece of jewelry for a high price, because then the buyer can boast about how much he paid. The first thing a Navajo says when complimenting another person on a piece of jewelry is, "That's pretty. How much did you pay for it?" A Navajo wears jewelry in order to display wealth. He gets the same satisfaction from appearing at a dance bedecked in silver and turquoise as he does when he gathers his sheep and goats together at the sheep dip where other Navajos come with their flocks.

( ) 1. A Navajo probably wears his jewelry... 3.4.1.4 C 7-8: d

A) all the time.
B) only when taking care of sheep and goats.
C) only when in the company of others.
D) only at dances.

( ) 2. Which of the following best expresses the main idea of this text? 3.4.1.1 C 7-8: m

A) Bracelets, rings and necklaces have become an essential part of a Navajo's dress.
B) The Navajos trade silver with other Indians of the Southwest.
C) A Navajo likes others to think that he is rich.
D) Animals and silver have the same value to a Navajo.

( ) 3. From this text, we can conclude that if a Navajo bought a car, he would choose... 3.4.2.2 C 7-8: m

A) the most attractive one.
B) the most economical one.
C) the most expensive one.
D) the fastest one.

( ) 4. What kind of text is this? 3.3.1.2 C 7-8: d

A) narrative
B) descriptive
C) expository
D) argumentative

Read the following passage, then answer the questions. (B 14 PE)

Ebenezer's face is a dried old apple surrounded by long whiskers. His eyes twinkle underneath his shaggy brows and when he laughs, all you can see are pink, shiny gums. At a distance, Ebenezer looks like a half-opened jack-knife as he shuffles along through his daily routine. During the day, he spends most of his time indoors, dozing away in a rocking chair. In the evening, after a light supper, he visits briefly with a friend in the next apartment, and then, at eight o'clock, he goes to bed. But Ebenezer keeps alert, and when he plays checkers with his friend next door, his mind is always agile and active. For Ebenezer, though, time just passes too slowly.

( ) 1. Which paragraph(s) is (are) descriptive? 3.3.1.2 B 7-8: e

A) both B) the first
C) the second D) neither

( ) 2. The two underlined passages in the text above are examples of... 3.3.2.1 B 7-8: d

A) a simile and a metaphor. B) a metaphor and a simile.
C) two metaphors. D) two similes.

( ) 3. The underlined passages mean that Ebenezer is... 3.3.2.2 A 7-8: m

A) wrinkled and bent. B) old and very active.
C) active and alert. D) wrinkled and active.

( ) 4. Which of the following statements is true? 3.4.1.4 D 7-8: m

A) Ebenezer sleeps most of the time.
B) Ebenezer has lost all of his teeth.
C) Ebenezer has a beard.
D) All of these statements are true.

( ) 5. How do you think the author of the text feels about Ebenezer? 3.4.2.4 A 7-8: d

A) He has sympathy for him.
B) He thinks Ebenezer is a ridiculous old man.
C) He is indifferent to him.
D) None of these anwsers is correct.

( ) 6. Which of the following best describes Ebenezer? 3.4.1.4 D 7-8: e

A) Both his mind and his body are feeble.
B) Both his mind and his body are still strong.
C) His body is still strong, but his mind is feeble.
D) His body is weak, but his mind is still strong.

Read the following passage, then answer the questions. (B 15 MI)

Each year, more and more Canadians are trying to enjoy the winters, not just endure them. One of the most recent forms of enjoyment is cross-country skiing. There are many reasons for the increasing popularity of this sport. It is an excellent type of outdoor exercise and it is rather easy to learn. The equipment required is not very costly, and conservation areas, parks and the countryside provide excellent and easy-to-reach places to ski. It is therefore possible for people of all ages and with limited time and money to become cross-country skiers. This makes it a sport that whole families can enjoy.

( ) 1. This text deals mainly with... 3.4.1.1 D 7-8: m

A) the inexpensive equipment needed for cross-country skiing.
B) how to enjoy Canadian winters.
C) how easy it is to find places to do cross-country skiing.
D) an explanation of the popularity of cross-country skiing.

( ) 2. Cross-country skiing has become popular because... 3.4.1.4 D 7-8: e

A) the equipment is not very expensive.
B) it is good exercise.
C) appropriate places are easy to find.
D) All of these answers are correct.

( ) 3. According to the text, cross-country skiing is... 3.4.1.4 E 7-8: d

A) less costly than all other winter sports.
B) practiced only in Canada.
C) the best form of outdoor exercise.
D) the fastest-growing sport in Canada.
E) None of these answers is correct.

( ) 4. From the information given in the paragraph, the reader may conclude that... 3.4.2.2 A 7-8: m

A) this sport will be popular for a long time.
B) more than half of all Canadian families enjoy cross-country skiing.
C) it is difficult to sell second-hand downhill skis.
D) young people are not joining alpine ski clubs.

( ) 5. This paragraph is meant to... 3.4.2.4 D 7-8: m

A) amuse the reader.
B) incite the reader.
C) inform the reader.
D) Answers B and C are correct.

Read the following passage, then answer the questions. (B 16 PE)

A well-known criminal, Jerry Vincent, escaped from the Kingston Penitentiary early this morning. Neither the Provincial Police nor the prison officials have been able to determine the whereabouts of Vincent, but they have confirmed that he escaped by helicopter.

At approximately 5:00 a.m., a blue and white helicopter, resembling those used by the Ontario Provincial Police, flew into the prison courtyard, picked Vincent up, and flew away. In its escape it barely missed the 15-meter flagpole in the middle of the yard. The helicopter was over five miles from the prison, heading northwest, when the prison officials realized what had happened.

Apparently, one of the prison guards witnessed the whole escape but thought the helicopter was actually an official one. If he had reported the helicopter as soon as he saw it, the escape would probably have failed. A list of all official visits is kept in the main office and a quick glance at this list would have shown that the helicopter was not expected.

Newspaper, radio and television reporters have gathered in Kingston hoping to obtain interviews with the prison officials but so far, they have been unsuccessful. The officials have even declined to give the name of the guard who saw the escape.

The police advise residents of the Kingston area not to underestimate the danger. Vincent was sentenced to life imprisonment for the murder of a guard, and by next month, would have served two years of his sentence. He is two meters tall, weighs 105 kilos, is 35 years old, is blond-haired and is assumed to be armed.

( ) 1. What would be an appropriate title for this text? 3.4.1.1 E 7-8: m

A) An Official Visit to Kingston Penitentiary
B) Daring Escape from Kingston Penitentiary
C) Dangerous Criminal at Large
D) Prisoner Escapes in Stolen Helicopter
E) Answers B and D are correct.

( ) 2. The helicopter... 3.4.1.4 C 7-8: m

A) belonged to the Ontario Provincial Police.
B) scraped against the flagpole as it flew away.
C) had gone several miles before the prisoner was missed.
D) was making an official visit to the Kingston Penitentiary.

( ) 3. Jerry Vincent... 3.4.1.4 E 7-8: d

A) is known to be carrying a weapon.
B) was serving a two-year sentence in jail.
C) is thought to be hiding about five miles from the prison.
D) murdered a prison guard during his escape.
E) None of these answers is correct.

( ) 4. Which of the following ideas is not essential to the development of the text? 3.4.1.3 C 7-8: d

A) The guard did not report the arrival of the helicopter.
B) The guard thought that the helicopter was on an official visit.
C) Vincent was serving a life-term for murder.
D) The escape helicopter was mistaken for one belonging to the Ontario Provincial Police.

( ) 5. Given the facts, the reader can conclude that... 3.4.2.2 D 7-8: m

A) Vincent is preparing to commit another murder.
B) the prison guard was paid to cooperate in the escape.
C) Vincent is planning to leave the country.
D) the escape was arranged by one or more accomplices.

Read the following passage, then answer the questions. (B 17 PE)

In the morning we started out for Deadfish Cove, but before nine o'clock a sequence of events had started which ended our fishing trip and eventually made my brother a married man.

First, we had a flat tire. We changed the tire, but had no way to fix the flat, and since we did not much trust our spare tire, we decided to cut across some sand flats and not go around by the rocky road we had expected to follow. The sand flats looked safe enough with a hard crust on top, but once we had broken through this crust — which we did after a few hundred feet — the car sank to the floor boards in soupy sand.

With the car immobile, we sought help, and found it. Two freckle-faced girls from a nearby farm took us to their father who was cutting his grain. The farmer said he had an army surplus truck that would pull us out, but that it was at another farm he owned. He was too busy cutting his grain to go after it then, he said, but if we would stick around, he would go and get it that night. That evening, after supper, the farmer said that if my older brother would do the milking, he and I would go and get the truck. I should have been the one who stayed with the girls, even if I had to do the milking. By the time the farmer and I got back that night, my brother was practically engaged.

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( ) 1. The boys decided to drive across some sand flats... 3.4.2.3 C 7-8: m

A) because it was a shorter route.
B) because it would be more comfortable.
C) because the road might damage a weak tire.
D) because they wanted to meet girls.

( ) 2. The author presents his brother's marriage as... 3.4.2.2 B 7-8: d

A) a good thing.
B) a bad thing.
C) something that is neither good nor bad.
D) It is not possible to know.

( ) 3. In expressing this view about his brother's marriage, the author is probably being... 3.4.2.2 A 7-8: m

A) humorous.
B) serious.
C) indifferent.
D) too critical.

( ) 4. The underlined expressions in the text are examples of... 3.3.2.1 C 7-8: d

A) simile.
B) metaphor.
C) alliteration.
D) repetition.

( ) 5. In this text, the writer's intention is to... 3.4.2.4 C 7-8: m

A) inform the reader.
B) incite the reader.
C) amuse the reader.
D) express his own feelings.

( ) 6. What kind of text is this? 3.3.1.2 A 7-8: m

A) narrative
B) descriptive
C) expository
D) argumentative

Read the following passage, then answer the questions. (B 18 SS)

Northwest of the British Isles and east of Greenland lies Iceland. The stony land of geysers and glaciers is mid-way between Europe and America. It is the westernmost country of Europe. Northern portions of this land of dramatic beauty reach as far north as the Arctic Circle, yet its harbours remain unfrozen throughout the winter. The Gulf Stream, a current of warm water flowing near Iceland's shores, is responsible for a climate that is surprisingly mild considering the island's latitude. Indeed, were it not for the Gulf Stream which, like a river in the ocean, flows across the Atlantic to Europe, Iceland would not be habitable. One branch curls around Iceland; sea winds blowing across the Gulf Stream warm this northern land. Although an Iceland summer is much cooler than our own, Iceland winters are no colder than those of Toronto.

Great stretches of Iceland are without people. Central Iceland, covered by glaciers and volcanic lava, has no vegetation and is uninhabited. More than one hundred volcanoes, some still active, make Iceland one of the most volcanic regions on earth. This explains the large number of warm springs and of geysers, those hot springs that send up jets of water, clouding the landscape with their steam.

Since the growing season is short and most of the land unsuitable for agriculture, there is little farming. Some vegetables, mostly potatoes, are grown. In recent years an increased number of greenhouses have been built. Water from the springs heats the greenhouses so that tomatoes, bananas, and other crops may be grown. Raising sheep and dairy cattle is the chief occupation of the farmers. Sheep now outnumber people four to one.

( ) 1. Choose the best title for this text. 3.4.1.1 A 7-8: d

A) A Land of Contrasts
B) Geysers and Glaciers
C) A Land Without People
D) The Gulf Stream's Gift

( ) 2. How would you describe Iceland's location? 3.4.1.4 E 7-8: m

A) It is halfway between Europe and America.
B) It is east of Greenland.
C) Parts of it extend up to the Arctic Circle.
D) It is the most westerly country of Europe.
E) All of these answers are correct.

( ) 3. Because of Iceland's location, one would expect... 3.4.2.3 C 7-8: m

A) the winters to be warm.
B) to find inhabitants in all parts of the country.
C) the harbours to be closed in winter.
D) the growing season to be rather long.

( ) 4. The Gulf Stream... 3.4.1.4 C 7-8: d

A) melts the ice in Iceland harbours.
B) heats the water of Iceland's geysers.
C) provides heat which is carried to Iceland by winds.
D) All of these answers are correct.

( ) 5. The underlined passage in the text contains which of the following figures of speech? 3.3.2.1 A 7-8: d

A) simile
B) metaphor
C) alliteration
D) repetition

( ) 6. What kind of text is this? 3.3.1.2 E 7-8: m

A) narrative
B) descriptive
C) expository
D) argumentative
E) Answers B and C are correct.

Read the following passage, then answer the questions. (B 19 SS)

The Caledonian market in London is a clearing house for the junk of the universe. Here, rubbish is a commodity, and rubbish picking is a sport. Somebody, somewhere, at some time, wanted these things, and for some of them it is extremely difficult to understand why. People grope, with fascinated curiosity, among the turned-out debris of thousands of attic rooms. Junk pours in twice a week, year in and year out. The market is the penultimate[1] resting place of rejected vases, musical instruments that do not play, sewing machines that do not sew, paralysed perambulators[2], broken bicycles, and numerous other articles from which all morale and hope have long departed. There are stories of fortunes being picked up in the market. Once, seven hundred gold sovereigns were found in a secret drawer of a crazy old bureau. And book buyers have discovered valuable editions of Milton, Dickens and Carlyle. There is nothing that one cannot buy in the market, or that will not eventually be purchased.

[1]penultimate: next to last [2]perambulators: baby carriages

( ) 1. The underlined expressions are examples of... 3.3.2.1 C 7-8: d

A) simile. B) metaphor.
C) alliteration. D) repetition.

( ) 2. Which would be the best title for this text? 3.4.1.1 C 7-8: *

A) Junk
B) Why People Buy What They Do
C) A Famous Junk Market
D) The Fate of Attic Debris

( ) 3. Which of the following ideas is <u>not</u> found in the text? 3.4.1.4 E 7-8: m

A) With a little luck you can make a lot of money.
B) Every object in the market will, one day, find a buyer.
C) The market is home to all sorts of unusable objects.
D) People are fascinated with other people's junk.
E) None of these answers is correct.

( ) 4. The author's attitude towards the market is one of... 3.4.2.4 A 7-8: d

A) wonder. B) irritation.
C) curiosity. D) puzzlement.

( ) 5. What kind of text is this? 3.3.1.2 B 7-8: m

A) narrative B) descriptive
C) expository D) argumentative

Read the following passage, then answer the questions. (B 20 HI)

On the morning of April 18th, 1906, San Francisco was awakened by a sudden lifting and buckling of the earth under the city. It seemed as if a giant mole were burrowing under the streets, and heaving them up. Large buildings crumbled and fell. Great holes appeared in the streets, and gas and water mains cracked open, spewing out their contents.

This calamity occurred because of a fault in the earth's surface. The disturbance originated about fifteen feet below the surface of the soil and shot upwards like an explosion, causing a tear about 270 miles in length. The break came in from the sea, crossed the valleys and mountains and went out again to the sea.

There were two shocks, the first lasting about forty seconds and the second, about fifteen. Immediately, fires from stoves, gas mains and electric wires broke out. They burned out of control for three days, creating temperatures of 2000 degrees. Five hundred city blocks were burned, leaving a quarter of a million people homeless. Four hundred and fifty-two people were killed.

( ) 1. Which of the following would be an acceptable title for this text? 3.4.1.1 E 7-8: d

A) History of San Francisco
B) The San Francisco Fire
C) The San Francisco Earthquake
D) A Natural Tragedy
E) Answers B and C are acceptable.

( ) 2. What was the cause of the catastrophe? 3.4.1.4 C 7-8: e

A) crumbling buildings
B) uncontrollable fires
C) a weakness in the earth's crust
D) broken water and gas mains

( ) 3. What is the main reason why fires burned "out of control"? 3.4.2.2 D 7-8: d

A) Too many firemen had been killed.
B) There were too many fires going at the same time.
C) Firemen could not get to the fires because of the condition of the streets.
D) Water was not available.

( ) 4. This text might have been taken from which of the following publications? 3.4.2.3 C 7-8: d

A) a newspaper report published in Toronto on April 22, 1906.
B) a newspaper editorial published in San Francisco in May, 1906.
C) an article on San Francisco published in a magazine in 1949.
D) an encyclopoedia article on "Fires".
E) Answers C and D are correct.

Read the following passage, then answer the questions. (B-C 21 MI)

No sooner had the Russians launched Sputnik I, the first earth satellite, that stories like the following started cropping up. It seems that St. Peter saw some Russian scientists outside the gates of heaven, the just earth satellite, peering in. "Move on," the saint said sternly. "Atheists[1] like you cannot come in here." "We don't want to come in," the Russians replied. "We just want to get our ball." With the advent of moon flight, another lot of stories was let loose. According to the account, two Hungarians (Hungarians have not always been known for their love of the Russians!) met on a street in Budapest. "I hear the Russians have developed a rocket to take them to the moon", one of the Hungarians said. "Have they really?" asked the other Hungarian. "All of them?"

[1]Atheists: persons who do not believe in the existence of God

( ) 1. Select the sentence which best states the main idea of this text. 3.4.2.1 D 7-8: d 9-10:d

A) As atheists, the Russians would not be admitted to heaven.
B) Many funny stories are told in connection with the launching of the first Russian satellite.
C) After the first moon flight, a series of stories were circulated.
D) Every new Russian achievement in space exploration sets off a new rash of stories about them.

( ) 2. The first story about the Russians related above was first told... 3.4.1.4 C 7-8: m 9-10:m

A) before the launching of Sputnik I.
B) at the time of the launching of Sputnik I.
C) soon after the launching of Sputnik I.
D) a few years after the launching of Sputnik I.

( ) 3. What is the meaning of the following passage: "Hungarians have not always been known for their love of the Russians!"? 3.3.2.2 C 7-8: m 9-10:e

A) Hungarians have always loved the Russians, but that fact has not always been known.
B) Sometimes the Hungarians love the Russians, and sometimes they hate them.
C) Hungarians have always disliked the Russians very strongly.
D) The Hungarians have always known and loved the Russians.

( ) 4. What does the second Hungarian mean when he says: "Really? All of them?" 3.4.2.2 A 7-8: m 9-10:m

A) He wishes to be rid of all Russians.
B) He does not believe the Russians have built a rocket that can go to the moon.
C) He does not believe the Russian rocket is large enough.
D) He is afraid all the Russians might leave the earth.

( ) 5. In this text, the author's intention is to... 3.4.2.4 D 7-8: m 9-10:m

A) inform the reader.
B) incite the reader.
C) express feelings.
D) amuse the reader.

Read the following passage, then answer the questions. (B-C 22 HI)

Men will go in search of oil no matter where it takes them, even to the barren wastes of Libya on the fringe of the Sahara Desert. That is what had prompted the flight of MacLean and Sykes in November of 1958. Looking down in search of oil-bearing rock strata, they saw something quite unexpected — another airplane. Startled, they circled for another look. They identified the plane as an American B-24 bomber from World War II. It had been slightly damaged in landing but was otherwise perfectly preserved. They marked the spot on their map.

A search team reached the bomber three months later. A check inside the craft revealed that the instruments were in good working order. Even the coffee in the thermos jug tasted fresh. An examination of the fuel indicator revealed that the gauge's needle pointed toward "Empty". Nowhere was there a sign of the crew. The parachutes and, oddly enough, the life preservers and life rafts were missing. The search team noted the name painted on the nose: "Lady Be Good". They jotted down the identification numbers on the plane's tail section.

An examination of the United States Air Force records revealed the names of the nine crew members. The bomber had been listed as missing after a bombing run over Italy on the night of April 4, 1943. It had never returned to its base in Libya. When no word was heard of the plane's whereabouts, relatives had been notified that the crewmen were "missing in action and presumed dead". Now that the bomber had been found, hope was revived.

Had the men parachuted to safety before the plane landed? Were they, even now, somewhere in an oasis? A further sifting of government records showed that, on the date mentioned, the plane had called the air base near Benghazi. The navigator wanted to know their correct position, as the "Lady Be Good" was returning from a bombing run. Even more revealing, a plane had been heard over the base on the night of the bombing mission. Had it been the "Lady Be Good"? Had the navigator somehow become confused? Had the rippling effect of sand in the moonlight looked like water to the men in the plane? Had the plane's crew believed they were still over the Mediterranean Sea? Is that why they had taken life rafts and life preservers with them when they bailed out?

Experienced desert personnel travelled out to the site of the plane in an attempt to find the crew of the "Ghost Bomber". In which direction should they search? Ridges of sand stretched in every direction. Certainly the men could not have traveled far in the scorching heat of the desert. Within miles of the plane a parachute was sighted, then boots and other pieces of equipment. Finally, the remains of one of the crewmen were found. Nearby was a diary. It read like a nightmare: "No water. Terrible heat. Can't stand it." One by one the remains of the others were found. One crewman had walked ninety miles through shifting sands until he could walk no more.

The mystery of the "Ghost Bomber" had been solved sixteen years after it had set down in the desert.

Anon., Ghost Bomber of World War II in Getting the Facts, Barnell Loft

( ) 1. When the search team reached the plane, it noted the absence of... 3.4.1.4 B 7-8: m 9-10:m

A) coffee. B) gas.
C) some instruments. D) the plane's tail section.

( ) 2. Which of the following ideas is not essential to the development of the story? 3.4.1.3 C 7-8: m 9-10:e

A) The fuel gauge needle pointed toward "Empty".
B) The parachutes and life preservers were missing.
C) There was coffee in a thermos jug.
D) The bomber was listed as missing after a bombing run.

( ) 3. Which of the following statements correctly describes the sequence of events in the text? 3.4.1.2 D 7-8: m 9-10:m

A) MacLean and Sykes spotted the bomber and marked down its identification number; a search team found the remains of the crew and reached the bomber.
B) MacLean and Sykes spotted the bomber and wrote down its identification number; a search team reached the bomber and found the remains of the crew.
C) MacLean and Sykes spotted the bomber; a search team found the remains of the crew, reached the bomber and wrote down its identification number.
D) MacLean and Sykes spotted the bomber; a search team reached the bomber, wrote down its identification number and found the remains of the crew.

( ) 4. Which of the following titles would be suitable for this text? 3.4.1.1 E 7-8: m 9-10:d

A) Desert Nightmare
B) The Fate of the "Lady be Good"
C) The "Ghost Bomber" Mystery Is Solved
D) The Bomber That Never Returned
E) All of these answers are correct.

( ) 5. Which of the following explanations is the most likely in view of the information given in the text? 3.4.2.2 C 7-8: * 9-10:*

A) Knowing they had no more gas and thinking they were over water, all crew members jumped out of the plane before it landed.
B) Knowing they had no more gas and thinking they were over water, many crew members, but not the pilot, jumped out of the plane before it landed.
C) Both answers A and B could be correct.
D) Neither answer A nor B is correct.

( ) 6. What kind of text is this? 3.3.1.2 A 7-8: d 9-10:m

A) narrative B) descriptive
C) expository D) argumentative

Read the following passage, then answer the questions. (C 23 FI)

A SECRET FOR TWO

Montreal is a very large city, but, like all large cities, it has some very small streets. Streets, for instance, like Prince Edward Street, which is only four blocks long, ending in a cul-de-sac. No one knew Prince Edward Street as well as did Pierre Dupin, for Pierre had delivered milk to the families on the street for thirty years now.

During the past fifteen years the horse which drew the milk wagon used by Pierre was a large white horse named Joseph. In Montreal, especially in that part of Montreal which is very French, the animals, like children, are often given the names of saints. When the big white horse first came to the Laiterie provinciale he didn't have a name. They told Pierre that he could use the white horse. Pierre stroked the softness of the horses's neck; he stroked the sheen of its spendid belly and he looked into the eyes of the horse.

"This is a kind horse, a gentle and a faithful horse," Pierre said, "and I can see a beautiful spirit shining out of the eyes of the horse. I will name him after good St. Joseph, who was also kind and gentle and faithful and a beautiful spirit."

Within a year Joseph knew the milk route as well as Pierre. Pierre used to boast that he didn't need reins — he never touched them. Each morning Pierre arrived at the stables of the Laiterie provinciale at five o'clock. The wagon would be loaded and Joseph hitched to it. Pierre would call, "Bonjour, vieil ami," as he climbed into his seat and Joseph would turn his head and the other drivers would smile and say that the horse would smile at Pierre. Then Jacques, the foreman, would say, "All right, Pierre, go on," and Pierre would call softly to Joseph, "Avance, mon ami," and this splendid combination would stalk proudly down the street.

The wagon, without any direction from Pierre, would roll three blocks down St. Catherine Street, then turn right two blocks along Roslyn Avenue; then left, for that was Prince Edward Street. The horse would stop at the first house, allow Pierre perhaps thirty seconds to get down from his seat and put a bottle of milk at the front door and would then go on, skipping two houses and stopping at the third. So on down the length of the street. Then Joseph, still without any direction from Pierre, would turn round and come back along the other side. Yes, Joseph was a smart horse.

Pierre would boast, at the stable, of Joseph's skill. "I never touch the reins. He knows just where to stop. Why, a blind man could handle my route with Joseph pulling the wagon."

He knew every one of the forty families he served on Prince Edward Street. The cooks knew that Pierre could neither read nor write, so instead of following the usual custom of leaving a note in an empty bottle if an additional quart of milk was needed they would sing out when they heard the rumble of his wagon wheels over the cobbled street, "Bring an extra quart this morning, Pierre."

"So you have company for dinner tonight," he would call back gaily.

Pierre had a remarkable memory. When he arrived at the stable he'd always remember to tell Jacques. "The Paquins took an extra quart this morning; the Lemoines bought a pint of cream."

Jacques would note these things in a little book he always carried. Most of the drivers had to make out the weekly bills and collect the money, but Jacques, liking Pierre, had always excused him from this task. All Pierre had to do was to arrive at five in the morning, walk to his wagon, which was always in the same spot at the curb, and deliver his milk. He returned some two hours later, got down stiffly from his seat, called a cheery, "Au'voir" to Jacques and then limped slowly down the street.

So it went on for years — always the same. Pierre and Joseph both grew old together, but gradually, not suddenly. Pierre's huge walrus moustache was pure white now and Joseph didn't lift his knees so high or raise his head quite as much. Jacques, the foreman of the stables, never noticed that they were both getting old until Pierre appeared one morning carrying a heavy walking-stick.

"Hey, Pierre," Jacques laughed. "Maybe you got the gout, hey?"

"Mais oui, Jacques," Pierre said a bit uncertainly. "One grows old. One's legs get tired".

"You should teach that horse to carry the milk to the front door for you," Jacques told him. "He does everything else."

One morning the president of the Laiterie provinciale came to inspect the early morning deliveries. Jacques pointed Pierre out to him and said: "Watch how he talks to that horse. See how the horse listens and how he turns his head towards Pierre? See the look in that horse's eyes? You know, I think those two share a secret. I have often noticed it. It is as though they both sometimes chuckle at us as they go off on their route. Would it be too bold of me to suggest that he be retired and be given perhaps a small pension?" he added anxiously.

"But of course," the president laughed. "I know his record. He has been on this route now for thirty years and never once has there been a complaint. Tell him it is time he rested. His salary will go on just the same."

But Pierre refused to retire. He was panic-stricken at the thought of not driving Joseph every day. "We are two old men," he said to Jacques. "Let us wear out together. When Joseph is ready to retire — then I, too, will quit."

Jacques, who was a kind man, understood. There was something about Pierre and Joseph which made a man smile tenderly. It was as though each drew some hidden strength from the other. When Pierre was sitting in his seat, and when Joseph was hitched to the wagon, neither seemed old. But when they finished their work, then Pierre would limp down the street slowly, seeming very old indeed, and the horse's head would drop and he would walk very wearily to his stall.

Then one morning Jacques had dreadful news for Pierre when he arrived. It was a cold morning and still pitch-dark. The air was like iced wine that morning and the snow which had fallen during the night glistened like a million diamonds piled together.

Jacques said, "Pierre, your horse, Joseph, did not wake up this morning. He was very old, Pierre, he was twenty-five and that is like being seventy-five for a man."

"Yes," Pierre said, slowly. "Yes, I am seventy-five. And I cannot see Joseph again."

"Of course you can," Jacques soothed. "He is over in his stall, looking very peaceful. Go over and see him."

Pierre took one step forward, then turned. "No... no... you don't understand, Jacques."

Jacques clapped him on the shoulder. "We'll find another horse just as good as Joseph. Why, in a month you'll teach him to know your route as well as Joseph did. We'll..."

The look in Pierre's eyes stopped him. For years Pierre had worn a heavy cap, the peak of which came low over his eyes, keeping the bitter morning wind out of them. Now Jacques looked into Pierre's eyes and he saw something which startled him. He saw a dead, lifeless look in them.

The eyes were mirroring the grief that was in Pierre's heart and his soul. It was as though his heart and soul had died.

"Take today off, Pierre," Jacques said, but already Pierre was hobbling off down the street and, had one been near, one would have seen tears streaming down his cheeks and have heard half-smothered sobs. There was a warning yell from the driver of a huge truck that was going fast and there was the scream of brakes, but Pierre apparently heard neither.

Five minutes later an ambulance driver said, "He's dead. Was killed instantly."

"I couldn't help it," the driver of the truck protested. "He walked right into my truck. He never saw it, I guess. Why, he walked into it as though he were blind."

The ambulance doctor bent down. "Blind? Of course the man was blind. See those cataracts? This man has been blind for five years." He turned to Jacques. "You say he worked for you? Didn't you know he was blind?"

"No... no..." Jacques said, softly. "None of us knew. Only one knew — a friend of his named Joseph... It was a secret, I think, just between those two."

Adapted from Quentin Reynolds

( ) 1. The title of the story refers to... 3.4.1.4 C 9-10:.e

A) Pierre and Jacques.
B) Jacques and Joseph.
C) Pierre and Joseph.
D) Jacques and the president.
E) Joseph and the truck driver.

( ) 2. In this story, the author is mainly attempting to... 3.4.2.1 D 9-10:.e

A) describe the city of Montreal.
B) familiarize the reader with the working conditions of the time.
C) discuss modes of transport.
D) illustrate the importance of a close relationship.
E) None of these answers is correct.

( ) 3. The author refers to Joseph as "a smart horse". Which of the following statements best supports this idea? 3.4.1.4 B 9-10: e

A) Horses are known to be intelligent animals.
B) Joseph followed the route without any directions.
C) Joseph was a kind and gentle animal.
D) The horse was able to understand French.
E) None of these answers is correct.

( ) 4. Which of the following statements accurately describe(s) Pierre? 3.4.1.4 E 9-10: m

He was...
A) hardworking and reliable.
B) religious and uncaring.
C) dependent on Joseph and Jacques.
D) intelligent but forgetful.
E) A and C are correct.

( ) 5. How did Pierre manage to keep his secret for five years? 3.4.1.4 C 9-10: e

A) He was able to get around by using his stick.
B) He did not discuss his problem with his fellow workers.
C) He was able to rely on his horse and on his memory.
D) He arrived early for work, and left before the other workers.
E) He lied to his foreman.

Read the following passage, then answer the questions. (C 24 PE)

I recall one particular Christmas more than thirty years ago. I was thirteen and my brother was eleven. Dad had been dead three years and we were not exactly living on whipped cream and steaks. We wanted to buy mother a gift but we hadn't any money. So we hiked to the woods to get Christmas trees. After a three-mile walk out the old Norwood road, hauling a sleigh and a rickety toboggan, we found three beautiful spruce trees. It did not take long to chop them down with a hand axe and lash them to the sleighs. On the way home a friendly farmer with a team and sleigh stopped and gave us a ride. He did not even ask us where we got the trees, although we had walked boldly onto a farm woodlot and cut them down. The plan was to use one tree at home, and sell the other two, and it worked out that way. The two trees brought thirty-five cents, twenty cents for the larger one and fifteen cents for the smaller one. With that cash in our pockets we did some extensive shopping, and discovered to our chagrin, that if we purchased a gift for mother we would not have any money left to buy gifts for two brothers and a sister younger than us. We just had to raise some more money.

Pete McGillen, "High Finance" in OUTDOORS, Ryerson

( ) 1. What is the best title for this text? 3.4.1.1 D 9-10: m

A) Whipped Cream and Steaks
B) The Generous Farmer
C) The Orphan's Christmas
D) Kind Hearts

( ) 2. Which of the following statements is certainly correct? 3.4.1.4 D 9-10: m

A) The farmer forgave the children for having cut down trees on his land.
B) The farmer did not know that the children had cut down trees on his land.
C) The farmer knew that the trees had been cut down on somebody else's land.
D) None of these statements is certainly correct.

( ) 3. Which of the following statements is correct? 3.4.1.4 A 9-10: e

The two children...
A) sold two trees for 35 cents, and kept one.
B) sold three trees for 35 cents.
C) sold two trees for 70 cents, and kept one.
D) sold three trees for 70 cents.

( ) 4. The author uses the underlined passage to show that... 3.3.2.2 A 9-10: e

A) the family was poor.
B) the boys didn't like whipped cream after a steak dinner.
C) the family always had whipped cream and steaks at Christmas.
D) the family's traditional Christmas dinner was <u>not</u> steaks and a whipped cream dessert.

( ) 5. That particular Christmas, how many members were there in the family? 3.4.1.4 C 9-10: m

A) four
B) five
C) six
D) seven

Read the following passage, then answer the questions. (C 25 PE)

An industrious young mechanic had been diligently adjusting and lubricating one of our bank's cheque-processing machines; but even after several hours of work, he was unable to fix its annoying squeak. Closing time came and went. As the mechanic was removing what appeared to be the last moving part in the machine, a woman from the bookkeeping department appeared, picked up a small box containing two cheeping Easter chicks and left for home. With her went the noise for which the mechanic had been looking all afternoon.

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( ) 1. What would be the best title for this text? 3.4.2.1 B 9-10: m

A) An Industrious Young Mechanic
B) The Mysterious Squeak
C) A Defective Machine
D) Cheeping Chicks

( ) 2. When did the mechanic discover the source of the squeaking noise? 3.4.1.4 C 9-10: m

A) after working a couple of hours
B) just as the bank was closing for the day
C) when a woman took away a small box
D) after removing the last moving part of the machine

( ) 3. We can conclude that the mechanic was probably... 3.4.2.2 D 9-10: e

A) happy that the squeak was gone.
B) proud of his work on the machine.
C) thankful for the woman's help.
D) frustrated but relieved.

( ) 4. In this text, it is the author's intention to... 3.4.2.4 B 9-10: m

A) inform.
B) amuse.
C) incite.
D) express feelings.

Read the following passage, then answer the questions. (C 26 PE)

In the northeast part of the city, lives an old man and his young grandson. A small pension is their only regular income. Man and boy walk up and down the highway daily, collecting soft-drink bottles for resale. I stopped once, and tried to give the man a carton of empty bottles. Politely, but firmly, he refused my "charity."

Exercising what I thought was the only reasonable alternative, I was driving their stretch of road, throwing bottles out of the car window, when the flashing red light of an Ontario Provincial Police car filled my mirror. I took my lecture on litter laws, and then told the officer about the man and the boy. We could see the old man about thirty metres back, bending over to retrieve a bottle. The officer cautioned me again, and told me to move on.

As we both pulled onto the road, I looked in my mirror just in time to see two bottles sail out of the passenger window of the patrol car and land unbroken on the grass.

Reprinted with permission from the February 1979 Reader's Digest.

( ) 1. What is the best way of expressing the main idea of this text?

3.4.2.1
A
9-10: m

A) For a good cause, a law can be bent.
B) An old man's income is increased.
C) A policeman sets a very bad example.
D) Policemen break the law, too.

( ) 2. At the end of the story, the old man is...

3.4.1.4
D
9-10: m

A) in front of the author's car.
B) between the author's and the policeman's car.
C) immediately behind the policeman's car.
D) some distance behind the policeman's car.

( ) 3. From these events, the author probably concluded that...

3.4.2.2
D
9-10: e

A) some policemen are corrupt.
B) it is wrong to throw garbage along highways.
C) he would get a ticket if the policeman caught him again.
D) some policemen violate minor laws if they have a sufficient reason.

Read the following passage, then answer the questions. (C 27 SS)

1 I don't want to be an alarmist, but I think that the Younger Generation is up to something. I think that there is a plot afoot.

2 I base my apprehension (= fear) on nothing more definite than the fact that they are always coming in and going out of the house without any apparent reason. When they are indoors, they sit for a while without doing anything much. Then they suddenly decide to go out again for a while. Then they come in again, in and out, in and out.

3 Of course, this applies only to Saturdays and vacation time. I don't know what they do at school but presumably (= probably) they stay put. They can't just wander in and out of classrooms and school buildings as they do at home.

4 This tendency is most noticeable during spring and summer vacations. Let us say that two or three of them leave the house right after breakfast. In answer to the question: "Where are you going this morning?" they say: "Oh, just around."

5 In half an hour they are back with possibly three others. They don't talk. They just come in. Sometimes they sit down. Sometimes they walk slowly around the room. Sometimes they just stand and lean against the wall. Then, after perhaps five minutes of this, they start outdoors again in a body.

6 This goes on all day. Each time they return, they have two or three new ones with them, but there seems to be no reasons why fresh members have come. They act as if it doesn't make any difference to them where they are. They do not even appear to enjoy each other's company very much. They are very quiet about it all, except for slamming the screen door. It is ominous (= threatening, alarming).

7 All that I can figure out is that they are plotting a revolution. When they go out, I think that they work secretly on laying cement foundations for gun-bases, or even lay mines. Then they come indoors to look around and see if the old folk have begun to suspect anything yet. Assuring themselves that all is well, someone gives the signal and they are off again to their plotting.

( ) 1. This text is mainly about... 3.4.1.1 C 9-10: *

A) problems encountered by parents.
B) violent revolutions.
C) adolescent behavior.
D) adult psychology.

( ) 2. The author of this text... 3.4.2.4 B 9-10: m

A) really believes adolescents are plotting a revolution.
B) uses a humorous way of describing adolescent behavior.
C) wishes to inform readers about adolescent psychology.
D) None of these answers is correct.

( ) 3. The author is suggesting that adolescents... 3.4.1.1 A 9-10: *

A) are frequently bored and don't know what to do with themselves.
B) are dangerous and tend to be violent when they go around in gangs.
C) are sociable and friendly towards one another but not towards their parents.
D) are plotting secretly to take over the world.

( ) 4. Which paragraph is not necessary in order to understand the text? 3.4.1.3 C 9-10: m

A) the first
B) the second
C) the third
D) the seventh

( ) 5. The last paragraph... 3.4.1.1 C 9-10: m

A) is a summary of the preceding ones.
B) is a restatement of the problem.
C) contains a possible explanation of the behavior described in the preceding ones.
D) is just the continuation of the description presented in the previous ones.

( ) 6. In this text, the author is trying to... 3.4.2.4 D 9-10: *

A) inform the reader about a danger.
B) frighten the reader about a danger.
C) convince the reader to do something about a danger.
D) none of these.

Read the following passage, then answer the questions. (C 28 FI)

On the shores of a wide bay on the Atlantic coast there lived in old times a great Indian warrior. It was said that he had been one of Glooskap's best helpers and friends and that he had done for him many wonderful deeds. But that, no man knows. He had, however, a very wonderful and strange power: he could make himself invisible. He could go unseen among his enemies and listen to their plots. He was known among the people as Strong Wind the Invisible. He lived with his sister in a tent near the sea, and his sister helped him greatly in his work.

Many maidens would have been glad to marry him. He was much desired because of his mighty deeds. It was known that Strong Wind would marry the first maiden who could see him as he came home at night. Many maidens made the attempt but it was a long time before one succeeded. Strong Wind used a clever trick to test the veracity of all those who tried to win him. Each evening, as the day went down, his sister walked on the beach with any girl who wished to try. His sister could always see him, but no one else could. As he came home from work in the twilight, his sister would ask the girl who wanted him, "Do you see him?" Each girl would falsely answer, "Yes." Then his sister would ask, "With what does he draw his sled?" Each girl would answer, "With the hide of a moose," or "With a pole," or "With a great cord." Then his sister would know that they all had lied, for their answers were just guesses. Many girls tried and lied, and failed, for Strong Wind would not marry any who told lies.

There lived in the village a great Chief who had three daughters. Their mother had long been dead. One of these was much younger than the others. She was very beautiful and gentle and well loved by all. For that reason her older sisters were very jealous of her charms and treated her cruelly. They clothed her in rags so she was ugly. They cut off her long black hair and scratched her face. They lied to their father, telling him that she had done these things herself. The young girl was patient, however, and kept her gentle heart and went gladly about her work.

Like other girls, the Chief's two oldest daughters tried to win Strong Wind. One evening they walked on the shore with Strong Wind's sister. They waited for his coming. Soon he came home from his day's work, drawing his sled. His sister asked as usual, "Do you see him?" and each one, lying, answered, "Yes." And his sister asked, "What is his shoulder-strap made of?" Each girl guessed, saying "Of rawhide." Then they entered the tent, where they hoped to see Strong Wind eating his supper. They could see his coat and his moccasins which he had taken off but they could not see more than these. Strong Wind knew that they had lied. He kept himself from their sight, and they went home saddened.

One day the Chief's youngest daughter, with her rags and her scratched face, decided to seek Strong Wind. She patched her clothes with bits of birch bark from the trees. She put on the few little ornaments she owned and went to try to see the Invisible One. Her sisters laughed at her and called her "Fool" as she passed along the road. All the people laughed at her because of her tattered frock and her scratched face, but silently she went her way.

Strong Wind's sister received the little girl kindly, and at twilight she took her to the beach. Soon Strong Wind came home drawing his sled. His sister asked, "Do you see him?" The girl answered, "No." His sister wondered greatly because she spoke the truth. Again his sister asked, "Do you see him now?" The girl answered, "Yes, and he is very wonderful." She asked, "What does he draw his sled with?" The girl answered, "With the Rainbow," and she was much afraid. "What is his bow-string made of?" The girl answered, "His bow-string is the Milky Way."

Then Strong Wind's sister knew that because the girl had spoken the truth at first, her brother had made himself visible to her. She said, "Truly, you have seen him." She took her home and bathed her, and all the scratches disappeared from her face and body; and her hair grew long and black again like the raven's wing. She gave her fine clothes to wear and many rich ornaments. Then she bade her take the wife's seat in the tent.

Soon Strong Wind entered and sat beside her and called her his bride. The very next day she became his wife. Ever afterwards she helped him to do great deeds. The girl's two elder sisters were very cross and they wondered greatly at what had taken place. But Strong Wind, who knew of their cruelty, resolved to punish them. Using his greater power, he changed them both into aspen trees. He rooted these in the earth. Since that day the leaves of the aspen have always trembled. They shiver in fear at the approach of Strong Wind. It matters not how softly he comes, they are still mindful of his great power and anger because of their lies and their cruelty to their sister long ago.

Adapted from CANADIAN WONDER TALES by Cyrus Macmillan. Reproduced by permission of The Bodley Head.

( ) 1. Which of the following would be the best title for the story? 3.4.2.1 C 9-10: *

A) An Indian Legend
B) The Sisters' Revenge
C) The Indian Cinderella
D) Strong Wind the Invisible
E) Glooskap's Helper

( ) 2. The author creates sympathy for the youngest sister by saying that... 3.4.1.4 A 9-10: m

A) her older sisters mistreated her.
B) she went gladly about her work.
C) she decided to seek Strong Wind.
D) she was beautiful.
E) her older sisters were changed into aspens.

( ) 3. Which of the following elements of the story tell the reader that it is like a fairy tale? 3.4.1.4 D 9-10: e

A) Strong Wind could make himself invisible.
B) A great Indian warrior lived with his sister near the sea.
C) Strong Wind drew his sled with the Rainbow.
D) Answers A and C are correct.
E) All these answers are correct.

( ) 4. What quality did Strong Wind value more than any other? 3.4.1.4 C 9-10: e

A) beauty
B) patience
C) honesty
D) gentleness
E) humility

( ) 5. Which of these statements is correct? 3.4.1.4 B 9-10: m

A) When he was invisible, Strong Wind wore no clothes.
B) Strong Wind's clothes were invisible as long as he wore them.
C) Strong Wind's clothes were invisible, whether he wore them or not.
D) Strong Wind's clothes were visible, whether he wore them or not.

( ) 6. Which two figures of speech are found in the last paragraph? (It starts with the words "Then Strong Wind's sister knew...") 3.3.2.1 A 9-10: d

A) personification and simile
B) metaphor and alliteration
C) repetition and metaphor
D) simile and alliteration
E) repetition and personification

( ) 7. Which of the following terms best describes this text? 3.3.1.2 B 9-10: m

A) fable
B) legend
C) story
D) narration
E) report

Read the following passage, then answer the questions. (C 29 FI)

The Eye Catcher

Her reason for shopping in Waller's was not at all romantic. Her mother had told her to buy a rain hat. Something sensible, she'd said. Now she wandered through the department store. She looked sadly at the things she couldn't afford. She glanced wistfully at things she wouldn't be allowed to wear. That bikini swim suit, for instance. Renee Weston had one like it...

Renee Weston, yes... The girl Bert Howland was taking to the dance this Saturday. This very night! And as for herself, who had asked her? Why, nobody. For who was going to ask her? Who was going to ask quiet Genevieve Smith?

She was walking along the aisles. Her head hung down. And her heart, to judge by the way she felt, dragged on the floor behind her. It was the sign by the hair ribbons that stopped her cold.

"EYE CATCHERS", it said.

And around the sign was a big selection of bow ribbons. They were new, happy, bright! She had never seen anything like them. Every color of the rainbow, it said. Pick a color to suit your personality.

She stood there a moment with her head down. Would her mother let her wear one? No, she decided. Not a bow that big and showy even if she had the nerve, which she hadn't. Those eye catchers, they were the kind...

The kind Renee Weston would wear! Then the saleslady broke into her thoughts. "This would be a nice one for you, dearie."

"Oh, no, I'm afraid..." she replied. "I'm afraid I couldn't wear anything like that." But at the same time she reached out for the green ribbon.

The saleslady looked surprised. "With that lovely copper-colored hair? And those lovely eyes? Why, honey, you could wear anything."

Maybe it was only a sales talk. But the ribbon was attached to a comb. And she didn't need much urging. She fastened it into her hair.

"No, a little farther front," the saleslady said. "There's one thing you have to remember, honey. If you're going to wear a crazy thing like that, wear it like nobody had a better right than you. In this world, you gotta hold your head up." She looked at the position of the ribbon. "That's better. Why, you look really... exciting."

She looked in the mirror. Sure enough, the green color of the ribbon, and the hint of red in her hair, with the green of her eyes...

"I'll take it," she said. She was a little surprised at the note of decision in her voice.

"Now, you might want another for formal wear," the saleslady said. "One like this, for instance. If you were going to a party or a dance..."

That was the last thing she wanted to think about. She paid for the ribbon in a hurry. She started to get out of there so fast that she bumped smack into a big woman with a lot of packages. She almost got knocked silly.

As she neared the door, a funny old man was beside her, staring at her. A man with black eyes. She noticed a droopy gray mustache under a green fedora hat. You could tell from the eyes that he was smiling under the gray mustache. Smiling and looking at the eye catcher. Or was it a smile?

Well, it was a conquest, she thought. A conquest, even if it wasn't much. She gave him a glance. Just a little passing look, but...

But the next moment a shiver of fright went through her. The silly old thing was actually following her! That eye catcher couldn't... But this was really awful! She started to look around. Then she heard him say, "Hey, keedo!"

What should she do? She speeded up. Half a block away, she looked behind her. The man was still coming, faster now. She began to run. She ran like a rabbit. She didn't stop till she was over a block down the street.

Suddenly she found herself in front of Carson's drugstore. She knew then it was where she'd been heading to from the start. Some of her girl friends might be there. Bert Howland might even be there. It was where he often hung around Saturday afternoon. He talked with his friends or played the pinball machine.

She stopped just a moment before she entered. Then she took a deep breath.

Bert was there all right. He was sitting at the lunch counter. He was hunched over a cup of coffee, not drinking it, just looking ahead. The minute she saw him, she thought, "Renee turned him down. She's going to the dance with someone else."

She sat down at the other corner of the counter facing his profile. Harry, smiling in his white apron, came over to take her order.

"Bring me a chocolate milk shake," she said.

Harry turned to get her order. Now she could see Bert again, out of the side of her eyelashes. He had turned and was staring at her.

She sat up straight, holding her head high. She was conscious, very conscious, of that green eye catcher.

After a while he said, "Hi, Genevieve."

She turned, doing a neat little job of looking surprised. "Why, Bert Howland," she said. "How long have you been sitting here?"

"All my life," he said. "Just waiting for you."

It was only a line. But ordinarily it would have left her stuttering. She wanted to reach up and touch her hair. She wanted to feel the eye catcher to give her more confidence. It was a battle to keep her hands on the counter.

"Flatterer!" she said.

And a moment later, he was sitting on the stool beside her, still staring. It was as if he'd just noticed that she was alive.

"Wearing your hair a different way?" he asked. "There's some difference, isn't there?"

She reached for her milk shake and took a gulp. "Do you usually notice things like that?" she asked.

"No," he said. "I guess it's just the way you're holding your head up. Like you thought I ought to notice something."

She felt a slight blush. Her cheeks and the tips of her ears tingled. "Is that meant as a crack?"

"Maybe," he said, grinning. "And maybe not. Maybe I sort of like to see you hold your head like that."

It was about ten minutes later that the impossible happened. He said, "You know, they're having a big dance at the club tonight."

And soon he actually came across with it, the invitation and everything. It was all she could do to say "Yeah, I guess so" and smile.

They left the drugstore a little later. He offered to walk home with her. But suddenly she remembered that formal eye catcher, the one you wore to a party or a dance. She couldn't wear the green one she had on. She would need one to match her new dress. And so she told him that she simply had to get to Waller's before it closed.

She got there just as the doors were being shut. A man tried to keep her out. But she brushed past him and dashed to the ribbon counter.

She looked for the blue-and-gold one. Gone! If they didn't have another...

The saleslady smiled when she saw who it was. "I knew you'd be back."

"H.. how?" she asked, out of breath.

The saleslady reached under the counter. "I've been saving it for you." But the eye catcher she brought out was not the blue-and-gold one. It wasn't even formal at all. In fact, it was...

"That's like the one I just bought," she said, puzzled.

"It is the same one," the saleslady explained.

And then she was standing with her mouth open in wonder. Why, when the big woman had bumped into her... The eye catcher must have been knocked off. And with that knowledge a lot of things began to flash through Genevieve's mind. But suddenly she began to smile. Then she couldn't stop smiling. She let her head lift easily. Only half of her listened to the saleslady's story. It was a story about a man who had picked up the eye catcher and tried to give it back to her — a jolly old man in a green fedora hat.

Robert R. Potter, Stories of Surprise and Wonder, Globe Book

( ) 1. Which of the following is the best summary of this story? 3.4.2.1 C 9-10: m

A) Attempting to escape a menacing stranger, a girl accidentally meets a boy who provides security and extends an unexpected invitation.
B) Thanks to a kind-hearted store saleslady, a girl realizes that a small addition to her clothing can make quite a difference in the way people react to her.
C) A girl learns that the way she feels about herself can change her appearance, her behavior and the impression she makes on others.
D) A girl learns that, far from wishing to harm her, a stranger wanted to do her a favor.

( ) 2. You will find below four pairs of excerpts from the text you have just read; in each pair, the second excerpt comes from a later part of the story than the first. Tell which pair best expresses the change which takes place in the girl in the story. 3.4.2.1 B 9-10: *

A) (1) She looked sadly at the things she couldn't afford.
(2) "I'll take it," she said.

B) (1) Her head hung down.
(2) She let her head lift easily.

C) (1) ... a rainhat. Something sensible...
(2) If you're going to wear a crazy thing like that...

D) (1) ... a funny old man... staring at her.
(2) ... a jolly old man in a green fedora hat.

( ) 3. In this story, an incident occurs which, at first, appears totally insignificant but later proves to be absolutely essential. Which of the following incidents answers that description? 3.4.1.4 C 9-10: m

A) Genevieve does not buy the rain hat she was shopping for.
B) The saleslady manages to convince Genevieve to buy a hair ribbon.
C) Genevieve bumps hard into another customer.
D) Genevieve finds herself in front of a drugstore where Bert often hangs around.

( ) 4. Here are four things Genevieve believed. She was wrong in believing three of them. Which one was she right about? 3.4.1.4 D 9-10: m

A) Bert Howland and Renee Weston were going to a dance together.
B) A dangerous person pursued her down the street.
C) Genevieve wore a hair ribbon when she entered the drugstrore.
D) Consciously or not, she had been running towards a particular store.

( ) 5. Which of the following pairs of words best describes the change which occurred in Genevieve during the story? 3.4.2.1 A 9-10: e

A) from self-doubting to self-confident
B) from serious to wild
C) from indifferent to enthusiastic
D) from ugly to pretty

( ) 6. Which of these statements expresses the lesson one can learn from this story? 3.4.2.2 D 9-10: e

A) The way you dress makes all the difference.
B) Be very careful if approached by strangers.
C) Never trust a flatterer.
D) Make the most of what you are.

Read the following passage, then answer the questions. (C 30 PE)

When the woman phoned our repair shop to say she needed her car immediately, I agreed to drive it to her house, if she'd then bring me back to the shop. I was in such a hurry, however, that I left her address on the desk at work. I did recall the street - but which house was it? Then I saw the box, the size of a pocket calculator, attached to the dash. I pushed the button on it again and again as I drove slowly down the street. When I spotted a garage door slowly opening and closing, opening and closing by itself, I knew I'd found the right place.

Lauren R. Baum; reprinted from the Reader's Digest.

( ) 1. Which of the following is the best title for the story? 3.4.2.1 D 9-10: m

A) The Fast Repair Job
B) The Absent-Minded Customer
C) The Automatic Garage Door
D) The Fast-Thinking Mechanic

( ) 2. Which of the following constitutes on adequate summary of this story? 3.4.1.2 D 9-10: d

A) The woman phoned the shop, the mechanic left the address on the desk, the mechanic agreed to deliver the car, the mechanic spotted the garage door.
B) The woman phoned the shop, the mechanic agreed to deliver the car, he spotted the garage door, he pushed the button and opened the door.
C) The woman phoned the repair shop, the mechanic left the address on the desk, he spotted a box on the dash, he found a garage door opening and closing.
D) The woman phoned the repair shop, the mechanic agreed to deliver the car, he forgot to take the address with him, he found a smart way to spot the woman's house, the woman drove him to the shop.

( ) 3. Which of the following figures of speech is present in the last sentence of the above text? 3.3.2.1 D 9-10: *

A) simile
B) metaphor
C) alliteration
D) repetition
E) personification

( ) 4. The author's purpose in this selection is to... 3.4.2.4 B 9-10: e

A) inform the reader.
B) amuse the reader.
C) convince the reader.
D) express feelings.

Read the following passage, then answer the questions. (C 31 PE)

When oil became roughly as valuable as rare spices a few years ago, our family's first priority was to cut consumption where we spend the most. My wife and I drive very little, but we use quite a lot of oil for heating; northern winters are severe. So down went the thermostat.

Why it took so long to think beyond this defensive move probably has something to do with our blind dependence on automatic technology. Whatever the reason, we went through a couple of winters of indoor shivering before seeing that the most intelligent response to oil prices, for us, was a wood-burning stove.

I liked the idea because, as a small boy, some of my happiest hours were spent lying on a heavy rug in front of the enormous potbelly stove which dominated the living room of my grandparents' house. The ornate stove was equipped in the front with a small mica window. This was smoked black around the edges, but near the centre it was only yellowed and still transparent enough to permit the warm amber firelight to flicker through. When the oil lamps were turned down, the old stove threw its soft, flickering light into the room, and dancing shadows were everywhere.

Excerpt from "Thanks, OPEC, I Needed That" by Gerald Moore, Reader's Digest, (February 1979).

( ) 1. Choose the best title for the above text. 3.4.1.1 B 9-10: m

A) The Problem of Oil Heating
B) Beating the High Cost of Oil
C) Wood: The Only Solution to the Oil Crisis
D) Life in the Olden Days

( ) 2. What was the family's final solution to high oil prices? 3.4.1.4 C 9-10: m

A) turning down the thermostat.
B) lighting the house with oil lamps.
C) buying a wood-burning stove.
D) moving into their grandparents' house.

( ) 3. Which of the following ideas is found in the text? 3.4.1.4 D 9-10: m

A) The author had a very large woodstove installed in his living room.
B) In the author's grandparents' house, warm amber light was provided by oil lamps.
C) The author and his wife cut down on their driving to save expensive oil.
D) For the author, many pleasant childhood recollections are associated with woodstoves.

( ) 4. This passage is probably... 3.4.2.2 A 9-10: *

A) the first part of a longer text.
B) the middle part of a longer text.
C) the final part of a longer text.
D) all of the above are possible

( ) 5. The last paragraph is of... 3.3.1.2 B 9-10: m

A) an expository nature.
B) a descriptive nature.
C) a narrative nature.
D) an argumentative nature.

Read the following passage, then answer the questions. (C 32 PE)

Visitors to Canada's urban areas are said to find the atmosphere impersonal and the people reserved. If this is true there are exceptions, as I discovered in Montreal. My friend and I were about to take our first ride on that city's new subway system. While we were waiting at the station, my friend pointed out a couple of closed-circuit cameras high overhead that were silently scanning the area. When the lens tracked past us again, I waved at it.

Suddenly the camera stopped and moved back until it was pointing right at me. Then it nodded up and down several times, as though waving back. Embarrassed, I feebly waved again. Amid the chuckles and smiles of people around me, a friendly voice came over the P.A. system. "Hi, there!" it said.

Reprinted with permission from the March 1979 Reader's Digest.

( ) 1. Choose the best title for the above text. 3.4.2.1 B 9-10: m

A) Spying in the Subway
B) A Subway with a Personal Touch
C) The Indiscreet Camera
D) Visiting the Montreal Subway

( ) 2. The feeling expressed by the author is... 3.4.2.2 C 9-10: m

A) admiration at seeing how safe and well supervised the Montreal Subway is.
B) anger at someone who tried to embarrass her in front of a crowd.
C) pleasure at unexpectedly discovering a human being behind a seemingly impersonal machine.
D) annoyment at noticing another violation of her privacy.

Read the following passage, then answer the questions. (C 33 SS)

The small two-engine plane swept in from the Caribbean across Colombia's rugged jungles. Its two pilots scanned the terrain for telltale signs of landing strips. Locating a strip, they banked sharply, leveled off and aimed their camera at the aircraft below. A bullet cracked past the cockpit. The pilots dived to tree level and headed away fast, stopping only briefly at a coffee plantation to refuel for the two thousand kilometer flight back to Miami.

By midnight the pilots were home safely with their film. They had been on an undercover mission for the Drug Enforcement Administration. For several exhausting weeks, they had been flying reconnaissance missions over Colombia (with that government's permission), hoping to detect evidence of the transporting of illegal drugs into North America.

One day, for example, they had photographed nearly a dozen planes, ranging from small business aircraft to a four-engine DC-7, plus thirty oceangoing vessels. All were openly loading cargoes of marijuana and, as ground reports later indicated, cocaine. Yet what the two men saw was but a fraction of the traffic.

Excerpt from "The Colombian Connection" by Nathan M. Adams,
Reader's Digest, (March 1979).

( ) 1. Choose the best title for the above story. 3.4.1.1
B
9-10: *

A) Colombian Drug
B) Searching for Colombian Drug Smugglers
C) In Search of Landing Strips
D) Drug Smuggling in Colombia
E) A Dangerous Flight

( ) 2. Why was the plane fired upon? 3.4.2.3
A
9-10: e

A) It was spotted by drug smugglers.
B) It was flying over Colombia without government authorization.
C) It was not authorized to land at the plantation.
D) It was a smuggler's plane.
E) It was disobeying a signal not to land at the air strip.

( ) 3. Which of the following statements correctly describes the sequence of events related in the text? 3.4.1.2
C
9-10: m

A) The pilots found an airstrip, they refuelled, they were fired upon, they flew back to Miami.
B) They flew over the Caribbean Sea, they were fired upon, they photographed the aircraft, they flew to Miami.
C) The pilots found the airstrip, they were fired upon, they refuelled, they flew back to Miami.
D) They flew over the Caribbean Sea, they spotted an airstrip, they flew back to Miami, they refuelled.
E) none of the above

( ) 4. Which of the following ideas is <u>not</u> found nor suggested in the text? 3.4.1.4
E
9-10: d

A) Most of the illegal drug traffic goes undetected.
B) The Drug Enforcement Administration has undercover agents on or near Colombian plantations.
C) Smugglers of illegal drugs object to being photographed.
D) The Drug Enforcement Administration is not a Colombian organization.
E) The Drug Enforcement Administration is generally successful in its war against smugglers.

Read the following passage, then answer the questions. (C 34 PE)

During World War Two, the twenty-two thousand men, women, and children of Japanese origin living on Canada's West Coast were compulsorily removed to internment camps. Shizye Takashima, a young girl in one such camp, describes an incident during her first days of school in the New Denver prison camp.

I stare at the boy sitting beside me. Feeling my eyes, he turns, smiles gently. I feel warmth towards him. I wonder what his name is. Too shy to ask, I return my gaze to our teacher.

End of October. I feel the cold of the winter wind. It penetrates the paper-thin walls of the houses. The class is held in a house the same as ours, only there is one big room, not three. Each class or grade has one house. I hear the wind outside. Our black, pot-fat stove is in the far corner of the room. I cannot feel the heat. I bend forward and put my hands in my overcoat. I wish I were home. I sigh.

"Will you stand up." Startled, I look up. Miss Mizuno, our teacher, is staring at me. I obey. "Now," Miss Mizuno continues, "can you tell us your name, where you lived before coming to New Denver?" I stare out the window. I feel like saying "Marco Polo's daughter and I just came from China, with camels, bells and all," for I had just been reading about it. I can almost see the brown, funny-looking camels with the fur-capped Tartars. I start to smile, forgetting all about Miss Mizuno, her question, the class room. I look down at the wooden desk, turn to the boy next to me. Miss Mizuno's voice reaches me from far away. The other students snicker. The boy next to me whispers, "Your name?" "Oh, yes, I forgot!" meaning the question, not my name. Everybody starts to laugh, the boy next to me the loudest. Miss Mizuno is angry.

"Go outside until you can behave and remember your name." Miss Mizuno turns all red, opens the door. I hurry out, for I have started to laugh, too, and once I start, I know I will not stop. The door slams after me. I can still hear laughter. "Class, behave!" the teacher commands. I sit on the steps outside the school trying not to laugh. Then I hear the door open once more. I turn. It is the boy who shares my desk. The door slams behind him, too. Silence. He sits beside me on the narrow steps, he smiles, squints his dark eyes. "Teachers are funny people. What were you daydreaming about?" I tell him, "Marco Polo. Can you imagine if I came down the streets with all my camels and servants, with jewels and bells. It's so lovely. I wish I could travel. It's so dull. These dumb schools. I know how to read now and write. I don't see why I have to learn all the other things." The boy stands up and walks away. I follow. "Do you think you'll travel when you're older?" he asks. "Yes, I promise myself every night before I go to sleep that I will go far, far away, and see all the lovely countries. Don't you want to travel?" The boy stares into my eyes; his reflect the dull fall sun, seem so full of dreams. "Yes. But, you know, my mother is not well."

I stand up, look away, feel sad. I look at the gray, pale sky. The smoke from the schoolhouse chimneys curls up, up, into the wide, empty sky. I feel the cold wind against my face. The boy stands too and stares at the sky.

from A Child in Prison Camp, 1971 Shizye Takashima, published by Tundra Book

( ) 1. The words "feeling my eyes", in the first line of the passage mean that... 3.4.1.4 D 9-10: m

A) the boy imagined the girl was looking at him.
B) the boy was looking into the girl's eyes.
C) the girl was looking into the boy's eyes.
D) the boy realized the girl was looking at him.
E) the boy and the girl were looking at each other.

( ) 2. Which of the following groups of words correctly describes the young girl? 3.4.2.2 A 9-10: m

A) sensitive, lonely, imaginative
B) unhappy, sullen, disobedient
C) courteous, friendly, outgoing
D) rude, inconsiderate, creative
E) none of the above

( ) 3. From this passage the reader can conclude that life in an internment camp was... 3.4.2.2 D 9-10: m

A) boring and monotonous.
B) hateful and terrifying.
C) shocking and bewildering.
D) sad and lonely.
E) frightening and mysterious.

( ) 4. The few colors mentioned in the passage tend to be "on the dull side": black, brown, gray. What is the most probable explanation of that fact? 3.4.2.2 C 9-10: m

A) The buildings were camonflaged as a protection against air raids.
B) The author is more interested in humans than in objects.
C) To the author, the camp was a dreary, lifeless place.
D) The author wishes to appeal to the reader's mind, rather than to his/her senses.
E) Answers B and D are correct.

( ) 5. The topic which occupies the most place in the passage is travel. Which of the following is the best explanation? 3.4.2.2 D 9-10: m

A) Most young people are excited by the idea of traveling.
B) The teacher introduced the idea of travel at the beginning of the text.
C) Traveling to colourful, exotic places would be a relief from the dullness and drabness of a prison camp.
D) Travel represents what the author felt most deprived of: freedom.

( ) 6. Which of these statements would be easiest to defend? 3.4.2.2 E 9-10: m

The writer's interest in Marco Polo's travels...
A) is an indication of many young persons' difficulty in facing reality.
B) manifests her interest for History.
C) results from the contrast between her present status and an explorer's freedom to move about.
D) shows her interest in a region (China) which is similar, and close to, her family's fatherland (Japan).
E) Answers A and C are correct.

( ) 7. As a whole, this piece of writing is best classified as a... 3.3.1.2 C 9-10: *

A) legend.
B) description.
C) narration.
D) myth.
E) lyric.

Read the following passage, then answer the questions. (C 35 SC)

The new frontier is there, waiting for the men with the strength, knowledge and raw courage to occupy it. Men have already found it to be fit for habitation. There is plenty of food available if you know where to look for it. Crops can be grown with a little experimentation. Mineral resources are enormous — gold, diamonds, oil, copper, iron. Some of the metals are lying around in big, crude lumps like cannon balls waiting to be picked up. The area is already inhabited by an enormous number and variety of creatures. Some are almost invisible; others are bigger than anything ever seen on land. Some hover in the half-world between animal and vegetable. Some are suspected of having brains and vocabularies that rival those of human beings. In size, this underwater world is four times the area of all the known land masses on earth. There are giant canyons 3500 meters deep. Mountains loom as high as Everest. It has jungles; it has volcanoes, living and dead.

Milt Maclin

( ) 1. Which would be the best title for this text? 3.4.2.1 C 9-10: *

A) Mysterious Creatures of the Sea
B) A New Inhabited Frontier
C) Man's Future Home?
D) A New Source of Mineral Wealth

( ) 2. Where is the "new frontier" this text talks about? 3.4.1.4 C 9-10: m

A) on another planet
B) very deep underground
C) at the bottom of Earth's oceans
D) in an unexplored part of a continent

( ) 3. Which of the following can not be found in the area described? 3.4.1.4 B 9-10: m

A) food fit for humans
B) human beings
C) very large quantities of minerals
D) a considerable variety of animals
E) All of these can be found.

( ) 4. The underlined phrase like cannon balls is an example of... 3.3.2.1 A 9-10: d

A) simile.
B) metaphor.
C) alliteration.
D) personification.
E) none of these

Read the following passage, then answer the questions. (C 36 HI)

The Eskimo has lived on the coasts of Baffin Island for the last four thousand years or so. Although a European, Martin Frobisher, seeking gold and a new route to China, reached the south coast of Baffin Island in 1576, Europeans had little influence on the Eskimo's way of life until the mid-nineteenth century. The Eskimo continued, as he had for thousands of years before, to manage to live in one of the unfriendliest parts of the world, hunting with weapons made of bone, living in snow houses or tents of skin, while his clothes were made from skins and furs. He had neither metal nor wood, and depended entirely on the flesh, fat and bones of the animals he could catch from the Arctic Sea or land in order to survive.

During these years the Eskimo developed dwellings and clothing for living in the Arctic cold that, even using modern scientific knowledge, no one has so far been able to better. Living in small groups of either one or several families, he provided for all his own needs. The leader of a group used to be its best hunter, and each person had his or her own job to do: the women cooked and made clothes; the short-sighted did the unskilled tasks. Within the group everyone had a fair share of its produce.

Europeans came in increasing numbers in the second half of the nineteenth century to hunt whales. They also began trading with the Eskimo, giving him metal cooking pots, guns and cloth in return for skins, and adding tea, sugar and flour to the meat which had formerly been almost his only food.

The Eskimo came to rely more and more on these new goods from abroad, but still did not change his way of life in any important way. He still lived in small groups in the best hunting areas, still lived off the land. His life was certainly a hard one, and if he was careless or unlucky, his family could die of hunger. He also suffered from disease, especially germs introduced by the Europeans, and whole groups were killed off.

Then, in the fifties of this century, the Canadian government suddenly became interested in its Eskimo population. Since then it has built towns near the Arctic Circle with schools and wooden houses for Eskimos, and more and more of them have come to live in them. Fewer and fewer Eskimos want to go hunting now, but in the Arctic towns many of them find there is no other kind of work for them to do.

Important note: The term "Inuit" is rapidly replacing "Eskimo", which is considered insulting by the natives of the Canadian Arctic. The following questions make use of the preferred term.

( ) 1. What is this text about <u>mainly</u>? 3.4.1.1 A 9-10: *

A) Recent changes in the way of live of the Inuit
B) How the Inuit way of life has evolved slowly over the centuries.
C) How the Inuit have maintained their traditional way of life.
D) How Europeans have had a profound impact on the Inuit way of life.

( ) 2. According to the selection, the way of life of the Inuit began to change significantly... 3.4.1.4 E 9-10: d

A) four thousand years ago.
B) in 1576.
C) in the second half of the 19th century.
D) in the first half of this century.
E) in the second half of this century.

( ) 3. Which of the following ideas can be found in the selection: 3.4.1.4 E 9-10: *

A) For thousands of years the Inuit lived without contact with the outside world.
B) Contact with Europeans has had both advantages and disadvantages for the Inuit.
C) Modern science has not improved on the efficiency of Inuit clothing.
D) Many Inuit died from diseases unknown to them before the arrival of Europeans.
E) All of these ideas are found in the selection.

Read the following passage, then answer the questions. (C 37 SC)

It was late March and a blizzard was raging on the desolate northwestern shore of Greenland. The polar bear awoke to the fury of the storm. He had taken refuge for the winter in an ice cavern that lay on the flank of a giant iceberg, trapped late in the previous summer against the shore. But now the pressure of the wind and the conflicting thrust of the Arctic waters shook the great berg.

The bear found the weak spot in the sheath of ice that made the roof of his shelter, then smashed his head upward. The ceiling shattered outward and his three-metre-tall body burst into the snow. He stood erect, four hundred and fifty heavily-furred kilograms of bear facing the howling wind.

He felt the weakness of his body. He had lost one hundred kilograms in an early-winter migration along the coast of Greenland in search of food. Shakily, he crouched low against a snowbank to avoid the direct force of the wind and, bracing himself in darkness, endured the night-long danger of the blizzard.

With the dawn came relief. The wind fell and brilliant sunlight came sweeping down the bare, fjord-riven coastline. The bear looked westward, across the tumbled wasteland of glittering ice. He knew from other years that it probably stretched unbroken from the shores of Greenland to the nearest flanks of Baffin Island, five hundred kilometers away. He was impelled toward that far-off island; it was a favorite gathering place for she-bears, who tend to venture less far away, especially when they are leading cubs. The bear groomed himself methodically with rough-tongued licks and scratchings that teased his dense fur from its matted winter condition. Then he set out across the ice.

Franklin Russell, Trek of the Great White Bear, Reader's Digest

( ) 1. Choose the best title for the above text. 3.4.1.1 D 9-10: *

A) The Great White North
B) In Search of Food
C) Caught in a Blizzard
D) The Beginning of a Long Voyage

( ) 2. Which of the following ideas is <u>not</u> found in the text? 3.4.1.4 C 9-10: m

A) The polar bear was weakened by a previous voyage.
B) The polar bear was attracted to a distant island where many female bears were present.
C) The ice cavern collapsed on its own, allowing the polar bear to climb out.
D) The polar bear looked for and found protection against the wind.

( ) 3. What had the polar bear learned from previous experience? 3.4.1.4 B 9-10: m

A) Ice caverns are formed by cold winds and icebergs.
B) At certain times, an ice field extends from Greenland to Baffin Island.
C) In the morning, the wind usually falls.
D) After a long winter, a bear's fur needs to be groomed to provide better protection.
E) None of these answers is correct.

( ) 4. How much did the bear weigh the previous fall? 3.4.1.4 C 9-10: m

A) approximately 350 kilos
B) no more than 450 kilos
C) at least 550 kilos
D) The reader cannot know.

Read the following poem, then answer the questions. (C 38 PO)

Slowly, silently, now the moon
Walks the night in her silver shoon[1];
This way, and that, she peers, and sees
Silver fruit upon silver trees;
One by one the casements[2] catch
Her beams beneath the silvery thatch;
Couched in his kennel, like a log,
With paws of silver sleeps the dog;
From their shadowy cote[3] the white breasts peep
Of doves in a silver-feathered sleep;
A harvest mouse goes scampering by,
With silver claws, and silver eye;
And moveless fish in the water gleam,
By silver reeds in a silver stream.

[1]shoon: shoes [2]casements: windows [3]cote: coop, house

The Litarery Trustees of Walter De La Mare and The Society of Authors as their representative

State what figure of speech is contained in each of the excerpts reproduced below by writing the appropriate letter in the brackets. 3.3.2.1

Excerpts	Figures of speech	9-10:
( ) 1. ... the moon/Walks the night...	A) simile	C m
( ) 2. Couched in his kennel, like a log...	B) metaphor C) personification D) alliteration	A d
( ) 3. ... silver reeds in a silver stream...	E) none of these	D d
( ) 4. ... a silver-feathered sleep		B d

( ) 5. What atmosphere does the poet create? 3.4.2.2 C 9-10: m

A) quiet in spite of the movement of animals
B) cautious and fearful
C) calm and peaceful
D) bright and cheerful
E) watchful and suspicious

( ) 6. The poet forces the reader to proceed slowly by... 3.3.2.2 D 9-10: m

A) constant repetition of the "s" sounds.
B) his use of punctuation.
C) gradually moving from a larger to a smaller focus.
D) all of the above
E) none of the above

( ) 7. This poem appeals to the reader's... 3.4.1.4 D 9-10: m

A) sense of smell. B) sense of adventure.
C) sense of touch. D) sense of sight.
E) common sense.

( ) 8. What would be the best title for this poem? 3.4.1.1 A 9-10: d

A) Silver B) New Moon
C) Summer Night D) Animals of the Night

( ) 9. Of which type is this poem? 3.3.1.2 A 9-10: e

A) descriptive B) narrative
C) epic D) lyrical

Read the following passage, then answer the questions. (C 39 SS)

The Sinai — a windswept waste of sand and barren mountains wedged between once-warring Israel and Egypt — shows but few signs of life. Bedouins pitch their black tents where there is herbage for their flocks. Wildlife is scarce, and oases are few in the prevailing desolation.

This, says tradition, is the land of Moses. Here God first spoke to him out of the burning bush. Here, on a mountaintop, he received the Tablets of the Law. It is the spirit then, not the fleeting shapes of life, that makes the Sinai what it is — a place of contemplation, pilgrimage and worship.

It seems fitting therefore, that a spiritual monument, the fourteen-hundred-year-old Monastery of St-Catherine, is the Sinai's chief attraction. Undaunted by political upheavals, pilgrims and visitors pour into this Christian enclave in the Arab world at the rate of three hundred a day.

The very site is awe-inspiring. St-Catherine's stands in splendid isolation, three hundred kilometers southeast of Cairo, on a plateau at the foot of the magnificent red-granite cliff generally thought to be the Biblical Mount Sinai. Enclosed by a towered, loopholed wall fifteen meters high, the monastery looks military rather than religious. Indeed, Emperor Justinian of Byzantium built the formidable quadrangle of walls, church and monastic buildings in the sixth century to protect the monks and to defend a stretch of the imperial border from hostile tribes.

Excerpt from "St-Catherine's Treasure in the Sinai"
by Ernest O. Hauser, Reader's Digest, (December 1979).

( ) 1. What would be the best title for this text? 3.4.1.1 C 9-10: *

A) Scenes from the Desert
B) The Sinai: Geography and History
C) The Monastery of St-Catherine
D) A Tourist Attraction

( ) 2. Which of the following statements are true? 3.4.1.4 B 9-10: d
The monastery is located...

1) southeast of Cairo.
2) at the top of a cliff.
3) at the bottom of a cliff which is surrounded by a wall.
4) on a plateau which is surrounded by a wall.
5) on a plateau which is at the foot of a cliff.

A) Statements 1 and 3
B) Statements 1 and 5
C) Statements 1, 2 and 4
D) Statements 1, 3 and 5
E) Statements 1, 4 and 5

( ) 3. Which of the following ideas is <u>not</u> presented in the text? 3.4.1.4 E 9-10: *

A) The monastery was built to protect both the monks and part of Emperor Justinian's borderland.
B) Hundreds of visitors come to the monastery daily despite political unrest in the area.
C) It is said that the Sinai is the land of Moses.
D) In the Sinai there are very few suitable habitats for the Bedouins.
E) All of these ideas are presented in the text.

( ) 4. The underlined phrase in the first line of the text is an example of... 3.3.2.1 C 9-10: d

A) simile.
B) metaphor.
C) alliteration.
D) personification.
E) exaggeration.

( ) 5. What relationship does the author establish between the <u>region</u> and the <u>edifice</u> mentioned in this text? 3.4.1.4 D 9-10: d

A) He mentions the spiritual character they have in common.
B) He mentions the contrast created by a Christian edifice located in a region inhabited by Moslems.
C) He mentions their similarity of size: an enormous edifice in an immense desert.
D) Answers A and B are correct.
E) Answers B and C are correct.

( ) 6. "Sinai" designates... 3.4.1.4 D 9-10: m

A) a desert area.
B) a mountain.
C) an edifice.
D) Answers A and B are correct.
E) Answers A, B and C are correct.

Read the following passage, then answer the questions. (C 40 SC)

Nothing made of wood is safe from the termite. Chairs, tables, and houses provide food for the tiny insect. Even picture frames, flag poles, and baseball bats have been known to provide a meal for this hungry wood-eating insect.

Equally as remarkable as the termite's appetite for wood is its ability to build. African termites have been known to build mound houses six to nine meters high. In North America, however, termites cut tunnels through the soil and nest underground in tunnels that usually lead toward pieces of wood and whose openings are carefully sealed against the outside air. This gives protection from the dangers of the outside world.

Termites need this protection because they are harmed by the warm, dry air which is quite comfortable to us. Because their skin is thin, this dry air causes the water in their bodies to evaporate; if exposed to it for any length of time, termites shrivel up and die.

Termites can be categorized according to their function. Most of them are workers, labouring in the dark, usually blind and without wings. Their daily routine includes enlarging the nest, gathering food, feeding the queen termite and taking care of her eggs. They also feed the soldier termites who are unable to feed themselves; the workers digest the food, spit it up and give it to the soldiers.

Soldier termites guard the colony. When an enemy approaches, they go into action. They block the tunnel entrance by piling on top of each other with their jaws facing the enemy. When necessary, a special type of soldier can be called upon. These termites have a sort of "gun" mounted on their heads. A liquid shoots out from it, trapping the enemy in a liquid net.

The queen is as remarkable as the worker and the soldier. When she is filled with eggs she swells to an enormous size, often 150 times the size of her husband. She resembles a sausage and can be as much as 12 or 13 centimeters long. In one day she lays 50 000 eggs. The thousands of her children who survive soon develop into wood-hungry adults.

Anon., The Terrible Termite in Getting the Facts, Barnell Loft

( ) 1. Choose the best title for this text. 3.4.1.1
D
7-8: m
9-10:*

A) Tireless Workers
B) The Indestructible Insect
C) Termites are Fierce Fighters
D) Termites: Their Society and Their Work

( ) 2. Which of these outlines did the author of the text follow? 3.4.2.5
B
7-8: d
9-10:*

A) 1. Introduction
2. Housing
3. Protection from dry air
4. Workers
5. Soldiers
6. The queen

B) 1. Introduction
2. Development
a) Housing
1) Kinds
2) Purpose
b) Kinds of termites
1) Workers
2) Soldiers
3) Queen

C) 1. Needs of termites
a) Food
b) Housing
c) Protection
2. Varieties of termites
a) Workers
b) Soldiers
3. Conclusion: The queen and her children

( ) 3. The termites' housing is intended to provide... 3.4.1.4
C
7-8: d
9-10:*

A) protection from enemies.
B) a storage area for food.
C) an escape from dangerous conditions.
D) safety for the queen and her children.

( ) 4. Which of the following statements is <u>in</u>correct? 3.4.1.4
A
7-8: m
9-10:*

Workers...
A) feed the young.
B) enlarge the nest.
C) collect food.
D) take care of the eggs.
E) feed the queen.

( ) 5. Which of the following statements is incorrect? 3.4.1.4 E

Soldiers... 7-8: d
A) cannot digest their own food. 9-10:*
B) are all of the same kind.
C) use their jaws against enemies.
D) guard the eggs
E) Answers B and D are correct.

( ) 6. The liquid shot out of the soldiers' "gun" probably works like... 3.4.2.2 C

7-8: m
A) rubber. B) poison. 9-10:*
C) glue. D) gas.

( ) 7. Why is warm, dry air dangerous to termites? 3.4.1.4 B

A) It makes them sleepy. 7-8: m
B) It dries them up. 9-10:*
C) Their skin becomes thin.
D) None of these answers is correct.

Read the following passage, then answer the questions. (C 41 SC)

The leader of the mountainsheep herd, a bighorn ram of ninety kilograms, cautiously leaned his head beyond the cliff face into the howling wind. It flattened the fur of his face and shoulders against his sturdy frame and tugged hard at his fifteen kilogram horns. His herd watched anxiously. Until this terrible midwinter wind died down, they were trapped without food against the mountain cliffs.

The big ram hurriedly withdrew his head. If the wind got a grip on his body, it was strong enough to blow him over the cliff edge in a fall that would take him seven hundred metres into the valley below. The valley itself, hidden away in a remote corner of the northern Canadian Rockies, was a study in violence: jagged cliffs surmounted by towering white peaks that spiked the gray sky, sweeping snowfields hazed with ice crystals, steep slopes of rock and gravel dotted with clusters of wind-torn willows, all rising from land that slept beneath one metre of snow.

Suddenly, the leader ram jumped agilely from one rocky foothold to another until he reached a small sloping, ice-covered meadow immediately below the cliffs. Here, whenever the sun made an infrequent appearance, the ice softened briefly and the rams had been able to feed. The herd followed.

A cloud of willow ptarmigans, white in their winter plumage, exploded from underfoot. While the other sheep spread out to paw vainly at the ice and snow, the leader carefully scanned the lower slopes with his acute eyesight. He saw the wolves at once. They were moving in single file along a well-used sheep track which led upward to the meadow. The big ram stamped his hoof, and the heads of all the other sheep came up sharply. But none of them saw the lone wolf who had climbed above them. A shower of falling rock as he dropped twelve meters panicked the sheep. They scattered as the wolf cut swiftly among them to reach his victim, a young ram who, lacking experience, chose to run downhill. It was a fatal mistake. Snapping at his hind legs, the wolf tumbled him helplessly down the slope to where the other wolves waited.

Although caught off guard, the leader ram and the rest of the herd immediately turned uphill in sure-footed flight to the craggy heights that are a sheep's only protection against wolves. Safely under the cliffs again, they watched in silence as the tragedy of the lost ram was played out below them.

Adapted from Franklin Russel, Monarch of the Mountain, Reader's Digest

( ) 1. What is the best title for this text? 3.4.1.1 E 9-10: d
A) Trapped by a Mountain Blizzard B) Drama in the Rockies
C) The Leader's Salvation D) Caught in a Gale
E) Survival of the Fittest

( ) 2. Which of the following elements is <u>not</u> essential to the development of the story? 3.4.1.3 A 9-10: d
A) The sheep tried to find food under ice and snow.
B) A wolf had climbed above the sheep.
C) A young sheep ran towards the lower edge of the meadow on which the herd was feeding.
D) The big ram's attention was drawn to the wolf pack.

( ) 3. Which one of the following best summarizes the sequence of events? 3.4.1.1 A 9-10: m
A) In their search for food, the sheep climbed down to a small meadow, the leader saw many wolves, an undetected solitary wolf attacked the sheep, one ram was caught by the wolves, the others escaped uphill.
B) The big ram put his head into the wind, the sheep climbed down to a small meadow, a cloud of ptarmigans exploded underfoot, the big ram saw the wolves, one ram was caught by the wolves.
C) The sheep were trapped by the wind, they found food, the big ram saw the wolves, the wolves attacked, the big ram stamped his foot, the wolves caught one of the sheep.
D) The big ram jumped down to a meadow, he saw the wolves, the wolves attacked, the wolves caught one of the sheep, the sheep ran uphill.
E) The big ram put his head into the wind, a cloud of ptarmigans exploded underfoot, one ram was caught by the wolves, the big ram stamped his foot, the sheep ran uphill.

( ) 4. The author's purpose in this selection is to... 3.4.2.4 E 9-10: m
A) arouse feelings in the reader.
B) convey information to the reader.
C) incite the reader to take some action.
D) share his feelings with the reader.
E) Answers A and B are correct.

( ) 5. Which of the following ideas is <u>not</u> found in the text? 3.4.1.4 C 9-10: m
A) Climbing high into the mountains is the only protection from wolves.
B) The wind was strong enough to sweep the sheep off the side of the mountain.
C) The wolves were traveling along a track which they alone used.
D) Sometimes, when the sun shone on the meadow, it allowed the sheep to get through the ice to feed on the plants and grass.
E) Though taken by surprise, the big ram led all of his sheep but one to safety.

Read the following passage, then answer the questions. (C 42 SC)

Canadians tend to think of bears as large, powerful creatures capable of mischief but somehow vaguely humorous and essentially good-hearted. However, when it comes to direct dealings with bears, our behavior has not been especially benign. For better than three centuries we have been hunting and trapping them and clearing their natural habitat. Nevertheless, black bears, the most abundant of the bear species in Canada, have held up under this harassment better than many less conspicuous creatures. They now exist in population pockets scattered throughout most of their former range, which was just about all of the wooded parts of the country.

Thus black bears are outstanding exceptions to the generally held (but only sometimes true) notion that people and wild beasts are incompatible. There is little evidence that they shy away from civilized areas. On the contrary, given any encouragement (or even tolerance), black bears tend to make a beeline for settlements and prosper there until they are shooed away.

Excerpt from "Bear Facts About the Poconos" by Bil Gilbert, Reader's Digest, April 1979. By courtesy of SPORTS ILLUSTRATED, from the June 5, 1978 issue.

( ) 1. What is the best title for this story? 3.4.1.1 D 9-10: *

A) The Good-Natured Black Bear
B) The Black Bear: A Threatened Species
C) Black Bear Settlements
D) The Adaptable Black Bear

( ) 2. What is the main idea of this text? 3.4.1.1 B 9-10: *

A) Canadians understand very well the problems faced black bears.
B) Black bears are one of the few varieties of animals that can live quite well in areas inhabited by men.
C) Black bears now live in a much more restricted area than they used to.
D) Canadians have good reasons to be afraid of black bears.

( ) 3. Why are black bears prospering today? 3.4.2.3 A 9-10: d

A) They are compatible with man.
B) Man has preserved their natural habitat.
C) They are the most abundant species in Canada.
D) They shy away from civilized areas.

Read the following poem, then answer the questions. (C 43 PO)

Woodyard in the Rain

The smell of woodyards in the rain is strong
like six-foot lumberjacks with hairy chests
and thick axe-leathered hands.
The scent is raw, it slices through
pale drizzle and thin mist
biting the sense.
I like to watch piled wetness dripping off
the yellow-brown stacked shingles, while behind
the smoke churns up in black revolving towers
from lean mill chimneys.
Now the broad-hipped tugs
sniff through the squall and swing the oblong booms
by tar-stained wharves,
as with a last fierce gesture rain
smallpocks the oil-green water with a hurled
ten million wire nails.

Anne Marriott

( ) 1. Which of the following events does not occur in the poem? 3.4.1.4
E
9-10: m

A) smoke curling up into the sky
B) a sudden heavy rainfall
C) booms of logs being moved
D) a strong odour fills the air
E) lumberjacks cutting down trees

State which figure of speech is contained in the following excerpts by writing the appropriate letter in the brackets. Refer to the poem for the full context of the quote. 3.3.2.1

Excerpts	Figure of speech	9-10:
( ) 2. "like six-foot lumberjacks"	A) simile	A m
( ) 3. "black revolving towers"	B) metaphor	B d
( ) 4. "broad-hipped tugs"	C) alliteration D) personification	B d
( ) 5. "tugs sniff"	E) exaggeration	D d

( ) 6. Which of the following statements does not apply directly to the poem? 3.4.2.2
D
9-10: *

A) The poet appeals to more than one of the reader's senses.
B) The poet creates images to stimulate the reader's imagination.
C) The poet presents a highly literary, impressionistic description of the lumbering activities.
D) The poet combines description and narration to present her subject.
E) The poet recreates for the reader an interesting personal experience.

Read the following passage, then answer the questions. (C 44 MI)

No one knows exactly how many animals are sacrificed for research purposes each year, but estimates range from sixty-four million to ninety million in North America alone. These animals, which include dogs, cats, monkeys, horses, ponies, calves, sheep, goats, pigs, birds, rats and mice, are used in experiments that often involve intense suffering.

Researchers have generally insisted that live animals provide the only reliable tests for drugs, chemicals and cosmetics that will be used by people. They also believe that animal experiments are necessary in the search for cures for human illnesses and defects. There is no question that many important medical discoveries have indeed been made through the use of animals. Thus universities, medical and scientific institutions, pharmaceutical companies, cosmetics manufacturers and the military have always taken for granted their right to use animals in almost any way they see fit.

Recently, however, increasing numbers of scientists are beginning to ask themselves whether all experiments which involve painful testing tools — such as stomach tubes, burn equipment, radiation devices and electric prods — are worth the suffering they entail. "Within the scientific community there is a growing concern for animals that has not yet had a forum," says Dr. F. Barbara Orlans, a physiologist at the United States' National Institute of Health and president of the newly formed Scientists' Center for Animal Welfare. "We will try to be a voice of reason between scientists and the humane organizations."

The cause of this rising concern among many scientists lies in the discoveries that science itself has made. We now know that many animals feel, think, reason, communicate and even, on occasion, help one another unselfishly. This information has narrowed the gap we perceive between ourselves and the rest of the animal kingdom, making it more difficult to rationalize inhumane experiments.

Excerpt from "The Case Against Animal Experiments" by Patricia Curtis, Reader's Digest, (February 1980). With permission of the New York Times.

( ) 1. What is the main idea of the above text? 3.4.1.1 A 9-10: m

A) Some people are beginning to question the right of humans to use animals in experiments.
B) Various researchers have always taken for granted their right to experiment with animals.
C) Animal research is important because of the important discoveries they make possible.
D) Millions of animals a year are involved in experiments that may involve high levels of suffering.
E) Researchers have been using animals in many painful experiments.

( ) 2. Which of the following ideas is presented or suggested in the text? 3.4.1.4 E 9-10: *

A) The fact that many animals have been shown to have "human" qualities makes it difficult to justify painful experiments.
B) Scientists have, for a long time, insisted that the use of animals is the only reliable way to test various products.
C) It is an accepted fact that many medical breakthroughs have been made with the aid of animal experimentation.
D) The exact number of animals used in experiments each year is not known.
E) All of these ideas are presented or suggested.

( ) 3. Which of these terms or expressions can be considered as "emotionally-loaded"? 3.5 E 9-10: d

A) sacrifice
B) intense suffering
C) painful testing tools
D) inhumane experiments
E) all of these

( ) 4. The author's probable purpose(s) in writing this text is(are)... 3.4.2.4 D 9-10: *

A) to bring discredit upon the medical research profession.
B) to arouse feelings in the reader on behalf of suffering animals.
C) to raise the issue: in animal experimentation, does the end justify the means?
D) Answers B and C are correct.
E) all of these

( ) 5. What arguments are used by the author to support his view that experiments involving animals may not be justified? 3.4.1.4 E 9-10: d

A) It is evident that the results of these experiments are not important enough to justify the suffering caused to animals.
B) Millions of animals are sacrificed uselessly every year.
C) A group of scientists have recently created a Center for Animal Welfare.
D) Recent research has shown that animals are more similar to humans than we used to believe.
E) Answers A and D are correct.

( ) 6. How many of those arguments does the author support with facts and evidence? 3.5.2 A 9-10: d

A) None
B) One
C) Two
D) all of them

Read the following passage, then answer the questions. (C 45 PE)

All of the people in our office have at one time or another battled the money-hungry, uncooperative soda-pop machine. One afternoon our mild-mannered manager found his own way to beat the odds on the bandit. When his bottle was not released after the usual procedures, he simply unscrewed the cap, got a straw and, with a bit of acrobatic ability, proceeded to drink his refreshment with the bottle nestled in its rack.

Reprinted with permission from the April 1979 Reader's Digest.

( ) 1. What would be the best title for this text? 3.4.2.1 A 9-10: *

A) How the Manager Got Even with the Soda-Pop Machine
B) How To Get a Free Drink from a Machine
C) The Case of the Missing Money
D) An Unusual Way to Drink a Soda-Pop

( ) 2. Why did the manager behave in this unusual way? 3.4.2.3 D 9-10: *

A) He really felt like drinking a soda pop.
B) He was not the type to bang or kick the machine.
C) He wanted to get his money's worth.
D) All of these answers could be right.

( ) 3. The underlined passage in the above text is an example of... 3.3.2.1 C 9-10: d

A) simile.
B) metaphor.
C) alliteration.
D) personification.
E) none of these

d) Written Instructions

This section contains instruments which measure the ability to follow exactly somewhat complex written instructions.

Objective 3.4.1.5: The student follows written instructions.

Instructions

The exercises presented on the next pages test your ability to follow instructions.

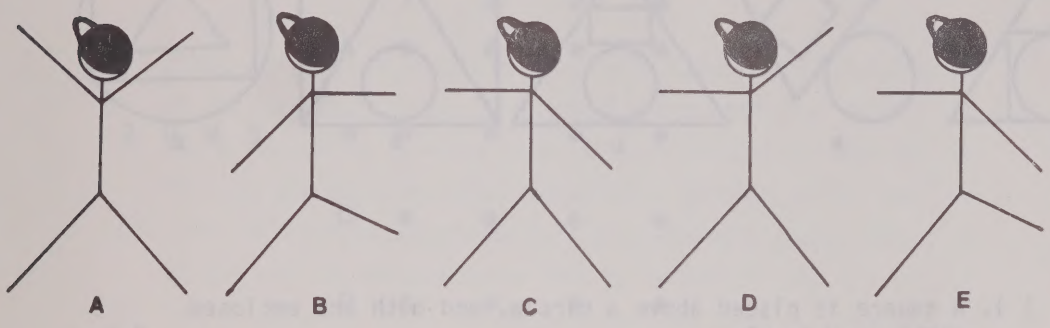
1. Do not try to rush through these exercises; read the instructions carefully and you will find that, taken one at a time, most are quite simple.
2. Write your answers in the brackets placed to the left of each question.
3. You may mark the drawings, etc., on which the questions are based, if that helps you find the correct answers.

Consigne

Les exercises présentés dans les pages suivantes te demandent de suivre des instructions.

1. N'essaie pas d'aller vite; lis les instructions soigneusement, et tu t'apercevras que, si on les prend une à la fois, la plupart sont très simples.
2. Inscris tes réponses entre les parenthèses placées à gauche de chacune des questions.
3. Si cela t'aide, tu peux faire des marques sur les dessins, tableaux, etc. sur lequels les questions sont basées.

Imagine that you are standing behind the boy in the figures presented below so that his right and left are the same as your right and left. Select the position that the boy will be in after the movements described in each question.



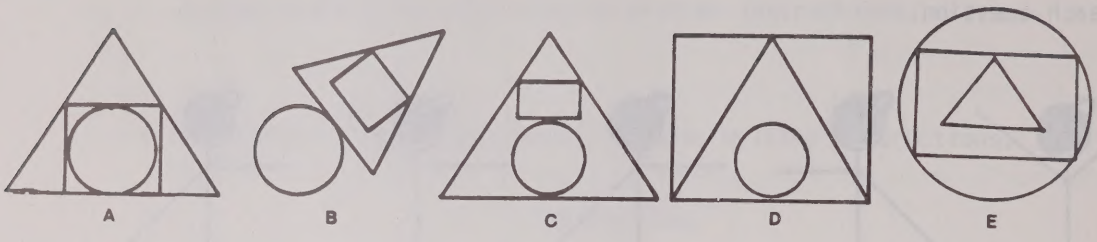
( ) 1. Legs apart, raise both arms over the head. Now lower the right arm to the side and bring the left arm horizontal to the shoulder. What is the boy's position?

C
7-8:e
9-10:*

( ) 2. Legs apart, bring the right arm horizontal to the shoulder and the left arm to the side. Raise the right leg off the ground. What is the boy's position?

B
7-8:e
9-10:*

Which of the following pictures is correctly described by each of the sentences presented below?



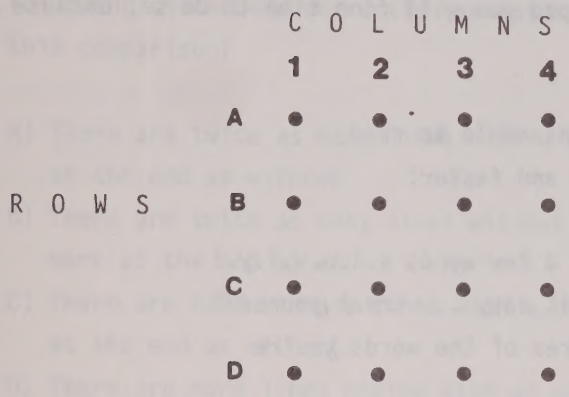
( ) 1. A square is placed above a circle, and both are enclosed within a triangle. C 7-8:e 9-10:*

( ) 2. In decreasing size, a triangle, a square and a circle are shown. A 7-8:m 9-10:*

( ) 3. A circle, a triangle and a square have been drawn, each figure smaller than the one which is mentioned after it. D 7-8:m 9-10:*

( ) 4. A square encloses a triangle, with both of these figures encircled. E 7-8:e 9-10:*

Draw straight lines in this set of dots according to the instructions presented below.



Instructions:
i) Start at X-2;
ii) Go to Z-4;
iii) Go to W-4;
iv) Go to X-3.

( ) 1. Which row has lines going through three dots? B

A) Row W B) Row X 7-8:*
C) Row Y D) Row Z 9-10:*

( ) 2. Which column has the largest number of dots touched by a line? B 7-8:*

A) Column 1 B) Column 2 9-10:*
C) Column 3 D) Column 4

( ) 3. Add the number of dots touched by lines in the rows and columns mentioned below and say which of these additions gives you the largest answer. D 7-8:* 9-10:*

A) Row Y + Column 2 B) Row X + Column 3
C) Row Y + Column 1 D) Row X + Column 4

( ) 4. Which one of the following column and row combinations has the smallest number of dots touched in the column, together with the largest number of dots touched in the row? C 7-8:* 9-10:*

A) Column 1 and Row W B) Column 3 and Row Z
C) Column 1 and Row X D) Column 2 and Row Z

The questions to be answered about the following text are found on the next page. You do not have to read the text before you start answering the questions (though it is hoped you will find time to do so, because it is very interesting).

1. Nowadays it's fashionable to read
2. faster and faster and faster!
3. Phooey!
4. How about reading a few words s.l.o.w.l.y.!
5. Just relax, take it easy ... treat yourself
6. to all the pleasures of the words you're
7. reading.
8. Enjoy sleepy, leisurely words such as:
9. languid, dawdle, lullaby and sprawl.
10. Picture sparkling, tinkling words like
11. chuckle, plastic, cascade and brittle.
12. Roll your tongue slowly around a few
13. magnificent words ... chandelier, triumphant,
14. sacramental, magnanimous and
15. grandiloquent.
16. Savour the taste of words such as
17. titillating, nippy, ambrosial and pickle!
18. Slowly slide over slithery words like
19. sleek, svelte, sensuous, and zither.
20. Relax ... don't hurry,
21. you'll never run out of words to read.
22. We have books and books and books and books of them!
23. We're COLES - the Book people.
24. Saunter in today ... or tomorrow!

( ) 1. Compare the number of lines which end with a punctuation mark to the number of those which don't. Which of the following statements correctly expresses the result of this comparison? A 7-8:* 9-10:m

A) There are twice as many lines with a punctuation mark at the end as without.
B) There are twice as many lines without a punctuation mark at the end as with.
C) There are half as many lines with a punctuation mark at the end as without.
D) There are more lines ending with an exclamation mark than with any other punctuation.
E) None of these statements is true.

( ) 2. Take the fourth letter of the third word in line 8, then count the number of times this letter is found in line 16. From this number, subtract the number of one-word lines in the text. The answer is: B 7-8:* 9-10:m

A) 1 B) 2 C) 3 D) 4 E) none of these

( ) 3. Go down to the fourth line that does not start with a capital letter and, from the number of that line, subtract the number of l's found in the one immediately above. From that result, subtract the number of times a certain word, found in its singular form in the next-to-last line, is used in its plural form in the one immediately above. What is the answer? E 7-8:* 9-10:m

A) 1 B) 3 C) 5 D) 7 E) none of these

The three tables presented on the next page, if used according to the instructions found below, make it possible to determine on what day (Sunday? Wednesday? etc.) any date of the Christian era was in the past or will be in the future. For instance, on what day was I born? What day will Christmas be next year? They are due to a Frenchman, Monsieur G. D. Moret.

Read the instructions, then answer the questions. To answer a question, write in the brackets the number which corresponds to the day you have found; it is mentionned beside the day's abbreviated name in Table III. For instance, if the answer you find is Mo-2 (Mo means Monday, of course) write only the 2 in the brackets.

INSTRUCTIONS

Here is how to use each one of the tables.

A. Table I: YEARS

(This table contains starred numbers; see explanations below the table.)

Step 1. In the columns of part A, locate the last two digits of the YEAR you are interested in; note the column;
Step 2. in the lines of part B, locate the other digit(s) of that year; note the line;
Step 3. read the number shown where the selected column and line meet;

B. Table II: MONTHS

Step 4. in part B, locate the number you found in Step 3;
Step 5. in part A, locate the MONTH you are interested in; (Note: if the month is January or February, and if the year is a "leap" one, locate the month written in capital letters: JAN. or FEB.);
Step 6. read the number shown where the selected column and line meet;

C. Table III: DATES

Step 7. in part B, locate the number you have found in Step 6;
Step 8. in part A, locate the DATE you are interested in;
Step 9. the day you are looking for is shown where the selected column and line meet.

QUESTIONS

( ) 1. W. Shakespeare was christened on May 26, 1564; what day was that? 6 7-8:* 9-10:d

( ) 2. What day was July 1, 1967? 7 7-8:* 9-10:d

( ) 3. What day will January 1 be in Year 2000? 5 7-8:* 9-10:d

Table I: YEARS

Part A

00*	01	02	03		04*	05
06	07		08*	09	10	11
	12*	13	14	15		16*
17	18	19		20*	21	22
23		24*	25	26	27	
28*	29	30	31		32*	33
34	35		36*	37	38	39
	40*	41	42	43		44*
45	46	47		48*	49	50
51		52*	53	54	55	
56*	57	58	59		60*	61
62	63		64*	65	66	67
	68*	69	70	71		72*
73	74	75		76*	77	78
79		80*	81	82	83	
84*	85	86	87		88*	89
90	91		92*	93	94	95
	96*	97	98	99		

Part B

0	7	14	17	21	6	0	1	2	3	4	5
1	8	15**			5	6	0	1	2	3	4
2	9		18	22	4	5	6	0	1	2	3
3	10				3	4	5	6	0	1	2
4	11	15***	19	23	2	3	4	5	6	0	1
5	12	16	20	24	1	2	3	4	5	6	0
6	13				0	1	2	3	4	5	6

**Until October 4, 1582 inclusively *Leap (bissextile) year
***From October 15, 1582 inclusively

Table II: MONTHS

Part A

May	Aug. FEB.	Feb. Mar. Nov.	June	Sept. Dec.	Apr. July JAN.	Jan. Oct.

Part B

1	2	3	4	5	6	0	1
2	3	4	5	6	0	1	2
3	4	5	6	0	1	2	3
4	5	6	0	1	2	3	4
5	6	0	1	2	3	4	5
6	0	1	2	3	4	5	6
0	1	2	3	4	5	6	0

Table III: DATES

Part A

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Part B

1	Su-1	Mo-2	Tu-3	We-4	Th-5	Fr-6	Sa-7
2	Mo-2	Tu-3	We-4	Th-5	Fr-6	Sa-7	Su-1
3	Tu-3	We-4	Th-5	Fr-6	Sa-7	Su-1	Mo-2
4	We-4	Th-5	Fr-6	Sa-7	Su-1	Mo-2	Tu-3
5	Th-5	Fr-6	Sa-7	Su-1	Mo-2	Tu-3	We-4
6	Fr-6	Sa-7	Su-1	Mo-2	Tu-3	We-4	Th-5
0	Sa-7	Su-1	Mo-2	Tu-3	We-4	Th-5	Fr-6

(The following exercises have to do with sending secret messages in code. They are based on a type of code called Vigenaire, which has actually been used frequently in the past by armies, ambassadors, etc.)

INSTRUCTIONS: You are to translate certain words into a secret code, which is based on the following table:

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y

according to the following rules:

First, the word to be coded is prepared as follows:

i) replace all Z's by S's;
ii) if the word has an odd number of letters add an X at the end;
iii) break up the word into two-letter groups;
iv) if a group contains the same letter repeated, replace the second one with a K.

(Example: ZIPPY = SI/PK/YX)

Now, the word is coded as follows:

v) if the two letters in a group appear in the same line of the table, each one is replaced by the one to its right in the table;
vi) if they are found in the same column, each is replaced by the one to its left;
vii) if they are found in different lines and columns, each is replaced by the one above it;
viii) if there is no letter to the right, to the left or above the letter to be coded, because it is at the end of a line or at the top of a column, the letter found at the other end of that line, or at the bottom of that column, is used.

(Example: SI/PK/YX = RHTOUY)

QUESTIONS: How should the following words be coded?

( ) 1. ARMY

E

7-8:*
9-10:d

A) EMNT B) BSRJ C) EMHT
D) BSNU E) none of these

( ) 2. COMMAND

B

7-8:*
9-10:d

A) EJNKEICW B) WJNLUICW C) WYNLEOEY
D) AKLOUIEO E) none of these

( ) 3. PIZZA

C

7-8:*
9-10:d

A) UNTLEW B) THXPBY C) KDNFUS
D) QJROFD E) none of these

Each of the two pictures presented below shows the dials of a hydro meter. Read this meter, so as to obtain a 4-digit number, according to the following instructions:

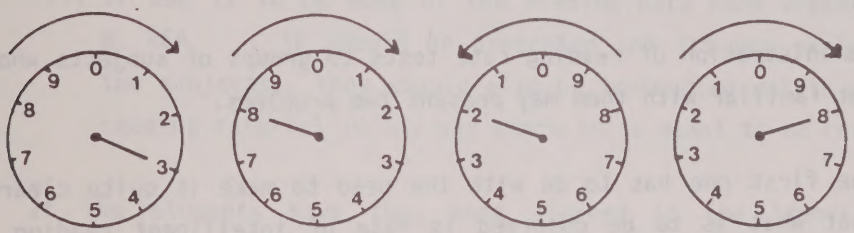
i) Read the dials from left to right.

ii) Note the direction in which the hand of each dial turns; it is shown by the arrow.

iii) If the hand of a dial points between two digits, choose the one the hand has moved away from.

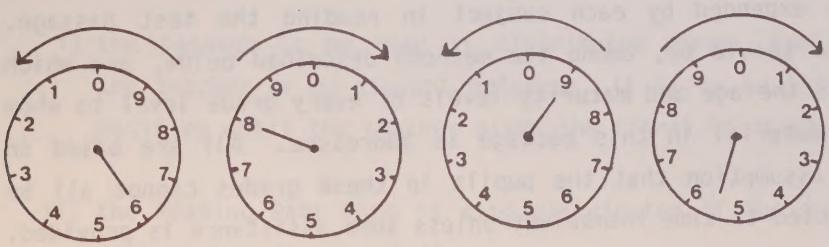
iv) If the hand of a dial points directly at a digit, choose it unless the hand of the dial to its immediate right is between 7 and 0; in that case, choose the preceding digit.

( ) 1. What is the correct reading of this meter? D
7-8:*
9-10:d



A) 3 - 8 - 2 - 8
B) 2 - 8 - 2 - 8
C) 4 - 8 - 3 - 8
D) 2 - 8 - 1 - 8
E) none of these

( ) 2. What is the correct reading of this meter? C
7-8:*
9-10:d



A) 6 - 9 - 8 - 6
B) 5 - 7 - 8 - 5
C) 5 - 7 - 9 - 5
D) 6 - 8 - 9 - 5
E) none of these

II. Assessing Rate

1. Introduction

a) Two Problems That May Be Encountered

Effective reading is, first and foremost, reading that leads to comprehension; a high rate of speed is, therefore, not necessarily good. The objective is to achieve proper balance between the two traits.

The administration of reading rate tests to groups of subjects who are not familiar with them may present two problems.

i) The first one has to do with the need to make it quite clear that what is to be observed is rate of intelligent reading, that is, reading which allows one to grasp the main idea or theme of the passage, and its important elements. Certain subjects may find it difficult to balance these two concerns when undergoing their first reading rate examinations.

ii) The second difficulty results from the need to measure the time expended by each subject in reading the test passage. There should be, among the methods described below, one which suits the age and maturity levels of every grade level to whom the material in this package is addressed. All are based on the assumption that the pupils in these grades cannot all be expected to time themselves unless some assistance is provided.

b) The Need for Preliminary Discussions

Before any test of reading rate, including those presented here, can be used successfully, the subjects must be provided with the required background:

i) they should have been instructed about the importance of adapting one's reading approach to the type of material and to the objectives pursued in reading it;

ii) the method to be used in measuring reading time should have been described;

iii) if use is to be made of the Reading Rate Form presented on p. REA , it should be presented and its use explained to the subjects; they should also be instructed not to mark the reading material in any way since it is meant to be re-used.

If the students have thus been alerted to the importance of attaining the highest possible rate of speed while maintaining adequate comprehension, and instructed about the technical aspects of the procedure, the instructions presented below will, when read aloud by their teacher, be meaningful to them.

c) Procedures for Student Testing

i) the passage to be read is distributed first, face down, by the teacher or by student helpers; it is to be left in this position until the teacher gives the signal to start;

ii) the Reading Rate Form is also distributed if the teacher has decided to make use of it;

iii) the teacher then reads the following instructions, using the version of the second paragraph which suits the timing method selected;

The work we are about to do is intended to measure the rate of speed of your silent reading. At my signal, turn over the material you have been given and read it as rapidly as you can, but carefully enough to be able to answer the questions which follow.

When you have finished reading, turn your copy over, and raise your hand; I will tell you how much time you have taken. Write this down, then start answering the questions, without going back to the text. (Optional: Record your answers on the special form you have been given.)

OR

When you have finished reading, turn your copy over and write down the exact time: hours, minutes and seconds. Then, turn the page and answer the questions, without going back to the text. (Optional: Record your answers on the special form you have been given.)

iv) the Start signal is given.

d) Procedures for Timing the Subjects

Whatever the method used, the object is the same: determining the number of words read per minute, a commonly used measure of rate. To enable each pupil to know his reading time, the following three methods are suggested:

i) The first requires a stopwatch, which is started when the Start signal is given; when a pupil raises his hand, the teacher writes on the board (rather than saying out loud, which would disturb the rest of the class) the elapsed time in minutes and seconds, or in seconds only if preferred.

ii) A second method makes use of a clock or watch which shows seconds. Wait for a convenient time (x hours, y minutes, 0 seconds) to give the Start signal, then proceed as stated above.

iii) This method makes use of a clock with a second hand, which all students can see well. First, have them note the exact convenient time when the Start signal will be given; each one will then be responsible for noting his exact finish time and for subtracting from it the start time.

e) Procedures for Determining the Reading Rate

It is usually necessary to proceed as follows:

- determine reading time in seconds;
- divide the number of seconds into the number of words in the passage;
- multiply the result by 60 and round to the nearest unit.

Of course, if the time elapsed can be expressed in a whole or convenient fractional number of minutes (2.0, 2.25, 2.5, 2.67, etc.) the same result can be obtained by direct division into the number of words. Whatever the approach used, it may give rise to a bit of arithmetic work with pupils who could profit from it.

f) Procedures for Marking Comprehension

Since the questions are of the multiple-choice type, marking will be extremely easy; it can be done by the pupils themselves, after exchanging copies if considered appropriate. Note however that, for the teacher and for the student himself, knowing which questions were correctly answered is just as important as knowing how many.

g) Making Use of the Results

i) First, observe the pattern of correct answers; if the first question, or two or more of the succeeding ones, were incorrectly answered, the pupil should be helped to understand that his calculated reading rate is probably meaningless. Failure to grasp the main idea of a passage and inability to recall many of its important elements point to ineffective reading, possibly because of undue haste.

ii) For the time being, since there exist few satisfactory standards, the teacher may compare a student's rate to his classmates'; a distribution such as the following is easily prepared:

Words per minute	Number of pupils
150-159	1
140-149	2
130-139	4
120-129	3
110-119	7
100-109	5
90-99	2
80-89	0
70-79	1
	25

Concerning such distributions, the following should be noted:

- rates considered as invalid for the reason stated above should not be included;

- the larger the number of cases on which they are based, the more significant the resulting comparisons. Schools and Boards would therefore be well advised to synchronize the administration of these rate measures in all of their classes at a given level, and to merge the results into a single distribution.

iii) comparing a subject with himself over a period of time — at the beginning and at the end of the year, for instance — may also be instructive (albeit in a negative fashion: unless appropriate rate improvement techniques are deliberately taught and frequent, systematic exercises are administered, progress is usually slow or non-existent). This is another opportunity to remind the reader that this Pool is to be considered as a beginning, not as a finished product; it should include many more measures of rate than is now the case. Teachers wishing to contribute to the enrichment of the Pool are invited to respond to the invitation tendered at the beginning of this package.

2. The Instruments

(Selection suggested for Grades 7-8)

Through myth and legend the Olympic Games can be traced to religious festivals held in tribute to the pagan gods of the Greeks. They were said to have bodies of great size, strength, and beauty and the first Olympic winners were said to be either their descendants or superior human beings, like some of the heroes of Greek legends.

Three thousand years ago Olympia was an important religious center in southwestern Greece. Here was the Temple of Zeus, father of the gods and ruler of both gods and men. Here men came to worship and to approach as nearly as possible the skills and strength of the gods. Physical excellence was very important, but it was not all; the Greeks also valued fame through poetry and song. Poets and people were eager to sing the praises not only of victors in battle but also of victors in athletic contests of skill and strength. So, the seeds of achievement in the arts, in moral conduct, and in affairs of the mind were sown on the plains of Olympia at the feet of the good and kind Zeus. Here the Olympic Games began.

The first recorded Olympic Games were held in 776 B.C. and the first recorded winner of an Olympic contest was a cook named Coroebus. To the applause of 45 000 spectators, he won the finals of a footrace in which so many men wished to participate that several days had been required to reduce the field to a manageable number of finalists.

(Therein lies another example of the influence of ancient languages on modern ones. To measure distances, Greeks made use of a unit of length called a stadion, which was approximately equal to 180 meters. When the first games were being organized, it was natural to think of a race to be run over a 1-stadion distance. This is the race that Coroebus won. Later, when a building was erected in which to hold the games, it was also very natural to make it long enough that a 1-stadion race, to be run over a straight track, could be accommodated in it. Thus, the building itself came to be known, in Greek, as a stadion, and in Latin and in English, as a stadium.)

Athletic competition became so important to the Greeks that the Olympic festivals were a peaceful influence on the warlike city-states. Sparta, famous for its strict training of youth and its many Olympic honors, would wait until the games were over before sending fighters into battle. Other cities followed this example. The "sacred month" of the games became a time for peace and friendship.

New sports continually added variety to the Olympics: footraces run in armor, discus-throwing, chariot races, wrestling, etc. There was brutality too. An event called the pancratium was a combination of boxing and wrestling. A winner was named only when one man raised his hand in defeat or lay unconscious — or dead.

One of the greatest honors was to be crowned winner of the pentathlon (meaning "five contests"). The athletes had to compete in the broad jump, javelin throw, 1-stadion race, discus throw, and wrestling. These events called for the use of a variety of muscles and created the beautifully molded bodies admired so much by the Greeks.

The Golden Age of Greece came in the 5th century B.C., when the ancient Greeks reached the peak of their power and influence. It was a time that produced some of the greatest thought and art that the world has ever known. The Olympic Games shared this greatness by setting standards of physical and moral excellence that are still used in our time.

The Greeks were the first to develop game rules and standards of good sportsmanship. Every athlete was required to take an oath that he would observe the rules of the game and of fair play. In spite of the luxurious facilities offered to athletes, each had to remain an amateur — that is, he had to pay his own expenses and receive no awards of money value.

Interest in the Olympic Games spread with the colonial and commercial growth of Greece. Foreign athletes came to compete. Philip II of Macedonia claimed the right to take part on the basis of being descended from Zeus. Dionysius the Elder, Tyrant of Syracuse, wanted an Olympic literary honor so badly that he bought first prize for his play by sending paid soldiers to help Athens in a war. After Rome conquered Greece (in the 2nd century B.C.), Olympic standards began to decline. The emperor Nero brought his own cheering section, built his own house at Olympia, and demanded first prizes for all his entries. The emphasis which had previously been placed on the joy and honor of competing was displaced; now, all that mattered was winning, and any trick, any dishonesty, any deceit that made an athlete a winner came to be regarded as acceptable. After more than 1000 years the Olympic Games had become an influence for bad rather than good. In A.D. 394 the Roman emperor Theodosius I ordered them stopped. (846 words)

Adapted from Olympic Games in The New Book of Knowledge, Grolier

Questions on the text for Grades 7-8

( ) 1. Which of the following best summarizes this text? B

A) How corruption led to the end of the Olympic Games of the Greek era.
B) How the ancient Olympic Games came to be created and later abolished.
C) What athletic events were included in Olympic Games of the Greek era.
D) Why the Olympic Games were invented by the Greeks, and with what results.

( ) 2. Which of the following statements is true? C

When Christ was born, the Olympic Games of the Greek period...

A) had already been stopped by a Roman emperor.
B) were being held, but would be stopped in a few hundred years by a Roman Emperor.
C) had recently been started, and would extend over many hundred years.
D) had not even started.

( ) 3. The word "stadium" is derived from the Greek word stadion which, at first,... B

A) designated a field in which footraces were run.
B) designated a unit for measuring distances.
C) meant excellence in athletic competition.
D) designated the awards given to winners of Olympic contests.

( ) 4. Which of the following statements is correct? D

During the Greek era of the Olympic Games...

A) women came to be accepted both as spectators and participants.
B) women came to be accepted as spectators only.
C) women came to be accepted as participants only.
D) women were never accepted, as participants or as spectators.

( ) 5. Of the events listed below, which occurred third? D

A) Creation of a religious centre at Olympia.
B) Conquest of Greece by the Romans.
C) First recorded Olympic Games.
D) Golden Age of Greece.

(Selection suggested for Grades 9-10)

Alexander III of Macedonia was the greatest general of ancient times. His armies conquered most of the civilized world. He never lost a battle, although the difficulties he faced were tremendous. But he was more than a warrior. Alexander introduced new ideas for governing conquered countries. He helped to spread Greek ideas in science and art. He was a legend in his own time and a hero to those who came after him.

Alexander was born in 356 B.C., in Macedonia, a small country north of Greece. His father, King Philip II, had changed Macedonia from a poor, unknown country to the most powerful nation in Europe. Philip conquered the city-states of Greece and ruled over much of the land to the north and northwest of Macedonia as well.

When Alexander was 13 years old, his father engaged as his teacher the Greek philosopher Aristotle. He was one of the greatest thinkers of all time — a perfect teacher for a future king. Aristotle made Alexander hungry for knowledge and taught the Prince to study the world around him carefully. Alexander dreamed of a world empire held together not by force but by common customs, ideas, and traditions, many of Greek origin. King Philip was murdered by his enemies when Alexander was 20. His son succeeded to the throne of Macedonia and, two years later, began his invasion of Persia and other countries. Alexander's compaigns were to last eleven years, during which his Grand Army covered 18 000 kilometers.

In Alexander's time the great Persian Empire of King Darius III extended for 4400 kilometers, from the Dardanelles to India. Its army was huge — some say it had 1 000 000 foot soldiers and 40 000 cavalry. Alexander had only 30 000 foot soldiers and 5000 cavalry, but they were better organized and trained than the Persians. Another reason why Alexander was so successful in battle is that he used many new methods for waging war. One of the most effective was the siege train, which was made up of several high towers that could be rolled on wheels to the walls of a city. From the towers the walls could easily be attacked and the city conquered. He also developed new weapons. One of these was the torsion catapult, which could fire big arrows over 200 meters or hurl stones that weighed as much as 25 kilograms.

Alexander fought three great battles against the Persians. The first took place in Asia Minor, at the Granicus River. Alexander defeated the Persians and they fled inland. He won a second great victory over the Persian army, led by King Darius, at Issus in 333 B.C. Alexander then went on to conquer Syria, Palestine and Egypt. In Egypt, Alexander ordered a great city built. This city, Alexandria, became a center of learning and trade.

The final and complete defeat of the Persians came in 331 B.C., as a result of the battle of Gaugamela.

Alexander and his men spent the next winter in Persepolis, the home of Persia's kings. Here they found great treasures taken from the lands the Persians had conquered.

But Alexander was not satisfied. His ambition and curiosity would not let him rest. He decided to take his army into eastern Persia and then on into India. Some say he believed he would reach the great ring of water that was supposed to surround the earth. Others say Alexander wanted to be king of the whole world.

Alexander's soldiers marched through some of the most desolate and barren land in the world. They entered India through the dangerous passes of the Hindu Kush Mountains. Alexander's last great victory took place in India against the Indian Rajah Porus. The Rajah's army was accompanied by elephants. These huge beasts, which were unknown in Europe, frightened Alexander's men. But in spite of their fear, the well-disciplined soldiers triumphed.

At the time Alexander's army entered India, they had been on the march for eight and a half years. Only one fourth of the original army was still alive. The men were exhausted by years of battle and hardship. Disease, thirst, and hunger had been their constant companions. At last the soldiers refused to go on. Alexander, too, was exhausted, and finally became ill and died in Babylon, in October, 323 B.C. He was only 32 years old. His body, wrapped in golden cloth and enclosed in a glass coffin, was buried in Alexandria.

Alexander's empire lasted only a short time after his death. Since he left no heir when he died (his son was born a few months later), his empire was divided among his generals. Soon they began to fight with each other over their share of the spoils. The empire finally crumbled into many small kingdoms. However, Alexander had accomplished his dream of spreading Greek ideas to the countries under his rule. Greek culture lived on long after the empire perished.

Unlike most Greeks of his time, moreover, he did not believe that all non-Greeks were barbarians, fit only for slavery. Instead of making slaves of all the people he conquered, Alexander used some as officers in his army and in the governments he established. He married a Persian princess and sometimes wore Persian clothes. (870 words)

Adapted from Alexander the Great in The New Book of Knowledge, Grolier

Questions on the text for Grades 9-10

( ) 1. Which of the following statements best expresses the main idea of the text? D

A) Alexander treated conquered countries very well.
B) Alexander developed new military techniques and weapons.
C) With a more determined army, Alexander could have conquered the whole world.
D) Alexander was a general, a statesman and a thinker.

( ) 2. What prevented Alexander from conquering more lands, after his great victory in India? A

A) His army would not go on any further.
B) He died immediately after his Indian victory.
C) He had attained all his objectives.
D) There were no more lands to be conquered.

( ) 3. Where did Alexander's last great battle take place? C

A) Macedonia B) Greece
C) India D) Persia

( ) 4. Which of the following was not used by Alexander's army? B

A) the torsion catapult B) elephants
C) the siege train D) cavalry

( ) 5. How did Alexander die? D

A) He was murdered by his enemies.
B) He died from battle wounds.
C) He was assassinated by rebellious soldiers.
D) He died of illness.

READING RATE FORM

1. Determination of Rate

		hours	mins.	secs.
a) Time elapsed:	end of reading	_____	_____	_____
minus:	start of reading	_____	_____	_____
=	time in minutes and seconds:		_____	_____
=	time in seconds:			_____
	or			
=	time in minutes:		_____	

b) Rate:

$$\left\{\frac{\text{number of words in text}}{\text{time in seconds}} \times 60\right\} = \left\{\frac{\quad}{\quad} \times 60\right\} = _____ \text{ words/min.}$$

or

$$\left\{\frac{\text{number of words in text}}{\text{time in minutes}}\right\} = \left\{\frac{\quad}{\quad}\right\} = _____ \text{ words/min.}$$

2. Comprehension: (write your answers here)

Q. 1 ( ) Q. 2 ( ) Q. 3 ( ) Q. 4 ( ) Q. 5 ( )

Q. 6 ( ) Q. 7 ( ) Q. 8 ( ) Q. 9 ( ) Q.10 ( )

_____ _____

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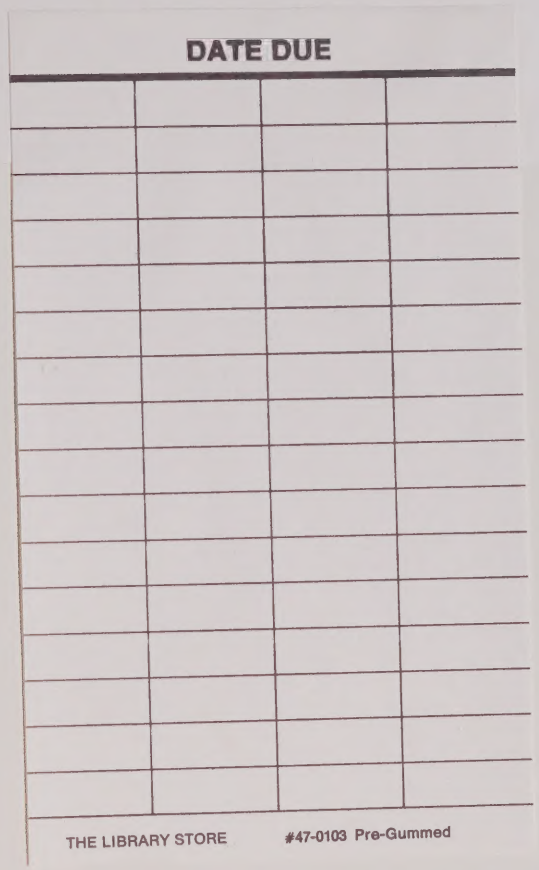

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